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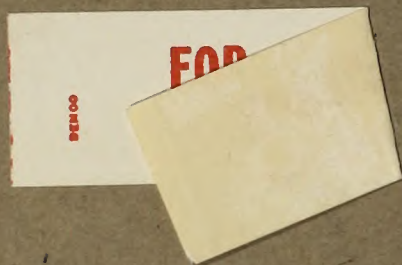
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Thesis

IMPROVEMENT OF THE STUDY HABITS OF SECONDARY-
SCHOOL PUPILS WITH SPECIAL REFERENCE TO
PROVISIONS MADE IN JUNIOR AND SENIOR HIGH
SCHOOLS OF MASSACHUSETTS

Submitted by

Gordon Hatch Fitzpatrick
(B.S., Tufts, 1933)

In partial fulfillment of requirements for
the degree of Master of Education

1939

First reader: Roy O. Billett, Professor of Education.
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CHAPTER I

THE NEED FOR IMPROVING STUDY HABITS

The need for improving the study habits of many of our secondary-school pupils will hardly be denied. Gerald A. Yoakam says, "Often it [the school] has not centered on the problem of teaching the child how to study at all. As a result, few children have learned economical and efficient habits of study."^{1/}

John J. Coll, in a master's thesis written at the University of Pittsburg ^{2/} finds, from consideration of the work of leaders in the field of study habits, that:

"There is an agreement of opinion as to the need for direct training of pupils in definite methods of study in order that they may practice effective habits of learning in solving their problems."

Such schemes as the Dalton Plan, and supervised study, combined with the work being undertaken in the field of remedial reading, seek to assist the pupil in his attack on the problems of succeeding in his school work. A panacea that will settle all problems of studying effi-

^{1/} Gerald A. Yoakam. Reading and Study. New York, The Macmillan Company, 1928. p. 6-10.

^{2/} John J. Coll. An Analytical Study of Modern Contributions on the Problem of "How to Study". Pittsburg, University of Pittsburg, Master's Thesis, 1935. p. 83.

ciently and successfully without great effort on the part of pupil and teacher is not sought. Rather, it may be pointed out that there are many ways in which the difficulties existing in helping pupils to study can be lessened.

That the pupil will not in all cases profit through a mere knowledge of what constitutes superior methods of study seems an obvious truth, yet such assumptions should be subjected to careful experiment before they are accepted.

Henry C. Mills, after an experiment in the public schools of Buffalo, says:^{1/}

"It would seem that a course in 'how to study' designed to be as functional as possible.... but taught as an academic subject, unsupplemented by any guidance or attempted stimulation of the student outside the work of the course, is not worth the time and effort involved. Whether or not there are more or less desirable methods of study, a course in 'how to study' does not further the development of these more desirable habits, or if it does, they are without any effect on the students' performance in the examinations which form a part of his work."

Miss Catherine Yarter, in a master's thesis written at the New York State College for Teachers ^{2/} compared the extent to which pupils know good study rules to their success

1/ Henry C. Mills. "How to Study Courses and Academic Achievement". Educational Administration and Supervision. XXI (February, 1935) p. 151.

2/ Catherine Y. Yarter. The Extent to Which Teachers and Students Know Good Study Rules and the Correlation of that Knowledge with Intelligence Quotients and School Marks. Master's Thesis. New York, State College for Teachers, Albany, New York, 1934. p. 71.

in school work. She finds that "knowledge of general study rules has very little to do with a student's success in school". Miss Yarter's conclusion is a negative one, but she does give evidence that knowledge of rules alone is not enough to benefit the pupil.

The statements made by Mills and Yarter seem to be better supported than that of Pitkin ^{1/} who contends, "To master the art of learning, they [the pupils] must study it as a special school subject. There is no other way. Perhaps there is for the brightest students, but not for the rank and file." Mills offers no objective support for his claim. Between the two extremes lie a great many plans for improving study habits.

Experiments in the Field of Improving Study Habits

Wagner and Strabel ^{2/} report a series of experiments with high school pupils in which they find evidence opposed to that of Mills. They used a "How to Study" course as did Mills, but sought by after school contacts and by giving credit toward graduation for successful completion of the course to establish rapport and better motivation.

1/ Walter B. Pitkin. How We Learn, A Book for Young People with Emphasis on the Art of Efficient Reading. New York, The McGraw-Hill Book Company, 1931. p. v.

2/ Mazie Earle Wagner and Eunice Strabel. "Teaching High School Pupils How to Study". School Review, XLIII (October, 1935) p. 577-589.

They encouraged the pupils to apply the techniques suggested in the course, but did not check the extent to which the pupils did so. It should be noted that despite their attempt to establish rapport, many pupils dropped the course, and also that the course was designed to meet the needs of the better-than-average pupil.

Butterweck,^{1/} at Columbia, working with three groups of geometry pupils in a carefully controlled experiment, finds that all pupils do not benefit equally from a course in how to study. He feels that pupils in the highest quarter in intelligence benefit most from the knowledge of what constitutes good study habits, and that for those in the lowest quarter in intelligence much practice, carefully checked by the teacher, is needed. For pupils in the second and third quarters, he says, improvement in study habits becomes an individual problem.

J. Lauren Naden,^{2/} in an equated-group experiment, similar to that of Butterweck, undertaken at the University of Michigan, sought to determine the relative merits of a direct and an indirect method of teaching study habits in

1/ Joseph Seibert Butterweck. The Problem of Teaching High School Pupils How to Study, New York, Teachers' College, Columbia University, 1926. 116 p. (Contribution Education, Number 237).

2/ J. Lauren Naden. An Experimental Study of the Relative Values of the Direct and Indirect Methods of Teaching Study Habits in Science. Master's Thesis, University of Michigan, 1934. p. 32.

science. His groups were not as large as those used by Butterweck, but his conclusions appear to be carefully made. In the "direct method" of teaching study habits Naden stressed the use of good study procedures, admonished the pupils to practice good study habits, and quizzed the pupils on their knowledge of these habits. In the "indirect method" he merely pointed out the existence of various good study procedures and "the pupils were left to draw their own conclusions; to take the hint or suggestion if they were so inclined". He concludes "that there is a possible superiority of the indirect method over the direct method of teaching study habits in elementary science, so far as immediate recall of subject matter is concerned.

"The direct method produces a greater number of indicated uses of study devices; but this indication does not seem to have a learning value...."^{1/}

Naden makes a plausible conjecture regarding the mental processes involved in the learner's reaction to his two methods of teaching. "The pupils taught by the direct method.... were apparently consciously aware that they were expected to learn and use the study devices. In an effort to do so their attention was probably more or less diverted from the subject matter being studied. On the

^{1/} J. Lauren Naden. op. cit. p. 44.

other hand, those taught by the indirect method.... were not conscious of any obligation to use the study devices; but the devices which had become habitual were used effectively, having been learned casually by hints and suggestions."^{1/}

William A. Barton,^{2/} in an equated-group experiment at Columbia University, undertook to discover the value of outlining as a study procedure. He discovered that most of the pupils found the work of outlining enjoyable and that they "learned more facts because of outlining the material assigned for study.... The experiment suggests that outlining could be very profitably employed in the study of a number of content subjects. The following subjects were involved in the experiment: geography, American history, and ancient history.... The results of the experiment may indicate, moreover, that outlining, in reality the analysis and organization of content, is one of the most fundamental processes in the study of content subjects."^{3/}

Barton adds a conservative note by saying: "It is by no means the opinion of the experimenter that outlining is an unfailing remedy for every deficiency in the study

^{1/} J. Lauren Naden. op. cit. p. 37.

^{2/} William Alexander Barton. Outlining as a Study Procedure. New York, Teachers' College, Columbia University, 1930, 115 p. (Contributions to Education, Number 411).

^{3/} Ibid. p. 92.

habits of pupils, but he is thoroughly convinced that it is an outstandingly efficient instrument for acquiring detailed, organized, and significant knowledge.... [and] it still seems reasonable to conclude that outlining is both an economical and efficient study device."^{1/}

Another attack on the problem of improving study habits is found in studies that attempt to analyze and compare the study habits of good and poor pupils. Many such experiments rely on the questionnaire to reveal the techniques used by the pupils. Although there is doubt as to how truthfully replies are made, the results may throw some light on the extent to which good study habits help the pupil.

Francis L. Bacon,^{2/} using two groups which were not equated, discovered that the superior group not only had a higher intelligence quotient, but that they used what seemed to be better study habits. The superior group devoted more time to home study than did the inferior group, and more of the superior group had a regular time for home study. More of the superior group did the hardest tasks first. In reading, there was a marked tendency in the superior group to read rapidly and then reread slowly, a characteristic

^{1/} Ibid. p. 95-6.

^{2/} Francis L. Bacon. "Study Habits of Excellent and Deficient Pupils: Excerpts." National Education Association Proceedings, 1932. p. 505-507.

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Rosenstengel and Dixon ^{1/} made a similar study, but compared junior-high-school pupils with senior-high-school pupils. They found that the junior-high-school pupils had slightly better study habits than the senior-high-school pupils. Although such evidence may indicate that study-habits teaching does not carry over from junior high to high school, Rosenstengel and Dixon feel that it means that a comprehensive homeroom program should be worked out for such teaching.

In a similar study, working with twenty-five good and twenty-five poor students, at the college level, Sidney L. Pressey ^{2/} found similar results. He went a little farther than Rosenstengel and Dixon to discover that more good than poor students worked hard, had better vocabularies, and

^{1/} W. E. Rosenstengel and Fred B. Dixon. "General Study Habits of High School Pupils." School Review XLIV (February, 1936) p. 127-131.

^{2/} Sidney L. Pressey. Research Adventures in University Teaching. Bloomington, Illinois, Public School Publishing Company, 1927.

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In a control-group experiment using ninth and tenth grade pupils undertaken at the University of Kansas, Miss Viola M. Bistline undertook to discover the value of

^{1/} C. W. Reeder. "Study Habits". School and Society XLIII (September 21, 1935) p. 413-415.

^{2/} Joseph Samler. "Report on an Experiment with Failing Students". Junior-Senior High School Clearing House, IX (December, 1934) p. 235-240.

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supervised study. The results of Miss Bistline's work are found in her master's thesis, The Value of Supervised Study.^{1/}

Many of Miss Bistline's findings are of value to us here. In lieu of a satisfactory definition of supervised study, she points out that "there are thirty or more different techniques called supervised study".^{2/} Most of these are built around a process of studying in the classroom under the direction of the teacher.

Miss Bistline is conservative in drawing conclusions from her study. She says:^{3/}

"....The results given in the literature concerning supervised study are indefinite and contradictory, but not much can be expected when there is so little agreement on the essential elements in supervised procedure. There is still a need for caution against any general assumption of the effectiveness of supervised study.

"The writer's investigations, while giving a slight advantage to the supervised classes, do not give evidence sufficient for changing all our plans of administration to this new method. The average marks of the supervised classes ran higher because there was a definite time to study, and all pupils must give some time to study; the teacher's presence naturally acts as an incentive for better work, and the child's initiative is stimulated by cooperative study. There is enough evidence to show that if teaching staffs were trained for supervised study, and were in full sympathy with the movement, much more might be accomplished."

^{1/} Viola M. Bistline. The Value of Supervised Study. Master's Thesis, University of Kansas, 1934. 42 p. m.s.

^{2/} Ibid. p. 4.

^{3/} Ibid. p. 28-29.

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V. Viola E. Blakely, The Value of Supervised Study, Master's Thesis, University of Kansas, 1934. 42 p. e.s.

2/ Ibid. p. 4.

3/ Ibid. p. 22-23.

It is interesting to note that Miss Bistline curbs any possible tendency toward overenthusiasm and warns against expecting results from supervised study with a poorly trained or disinterested staff. The same is true in dealing with a study-habits program. If a school administrator attempts to improve the study habits of pupils without first arousing the interested cooperation of his teachers, he will probably achieve little.

In another part of her thesis, Miss Bistline presents a list of advantages and disadvantages claimed for supervised study:^{1/}

"Advantages. Supervised study was very satisfactory in such subjects as typewriting, home economics, and bookkeeping; the bright pupils go on unaided while weaker ones receive help as individuals or groups, or they may be classified into groups according to ability. A greater number of students made some preparation; they did more work and did it more thoroughly. There was more unity of work, less failure, better use of reference materials, and more definite homework. Some found that supervised study eliminated a few doing all the reciting; that the teacher could stress points forgotten in the assignment; and above all that it created better study habits.

"Disadvantages. The disadvantages that could be easily pointed out were that many students get drowsy in the last part of the period, that bright pupils cannot be kept busy, and that lazy pupils will not work but become restless thus increasing problems in discipline. Some thought it made pupils too dependent on the teacher, encouraged them to ask unnecessary questions, and so removed incentives to think independently and to develop initiative. Other faults were that individual differences could not be directed; there were not enough reference books;

^{1/} Ibid. p. 1-2.

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pupils think all their work can be completed in the brief study period; and some even study other lessons than those supervised."

It is apparent that many of the disadvantages mentioned by Miss Bistline's respondents may be the fault of poorly trained teachers or poorly planned work.

The use of duplicated unit assignments was found valuable by Miss Bistline. Of this she says: "Probably one of the greatest helps to the pupil resulted from the definite directions for study."^{1/}

It seems that long-term assignments are almost necessary to a successful program of supervised study. Without them the teacher would be kept busy making individual assignments and little time would remain for supervision. With them most pupils can proceed without interruption from one task to the next, and the efforts of the teacher can be directed where they are most needed.

A study of the effectiveness of a how-to-study course was made at Stanford University by Archie Milton Turrell. This doctor's dissertation, Study Techniques and the Improvement of Scholarship,^{2/} is the product of a carefully controlled experiment with students at the Pasadena Junior College. "Scholarship of the control and experimental

^{1/} Ibid. p. 15.

^{2/} Archie Milton Turrell. "Study Techniques and the Improvement of Scholarship". Abstracts of Dissertations. Stanford University, XII, 1936-7. p. 195-6.

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It seems that four-term assignments are almost necessary to a successful program of supervised study. Without them the teacher would be kept busy making individual assignments and little time would remain for supervision. With them most pupils can proceed without interruption from one task to the next, and the efforts of the teacher can be directed where they are most needed.

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This Boston's dissertation, Study Techniques and the Improvement of Scholarship, is the product of a carefully controlled experiment with students at the Western Union College. "Scholarship of the control and experimental

July 1935, p. 12.

Archie Milton Turnbull, "Study Techniques and the Improvement of Scholarship," Abstracts of Dissertations, Stanford University, III, 1935-6, p. 125-6.

groups was compared [by Turrell] over a two-year period in four respects: (1) general scholastic average of all subjects, (2) average in academic subjects, (3) average in laboratory subjects, and (4) average in shop or purely skill subjects. The comparisons were made for three levels of mental-ability ratings: high, middle, low."

"1. Careful researches over a two-year period sustained previous researches. Certain groups do benefit significantly in terms of improved grades by a study-habits program.

"2. The women seemed to benefit by improved grades more than did the men.

"3. The middle ability group tended to profit more than did either of the other ability levels. The highest ability level profited the least in terms of improved grades. None of the improvements were statistically significant.

"4. The small amount of the superiority of the trained group in the first semester increased in succeeding semesters.

"5. However, in terms of scholastic success, no considerable portion of the experimental group exceeded the control group. Hence the practice of requiring this training for all pupils appears to be indefensible.

Recommendations

"1. No study methods training program in the form of a 'how-to-study course' apart from regular class instruction should be required of all students in a school.

"2. Training in study methods appropriate to each area of learning should be the main service which each instructor furnishes his students.

"3. If on the basis of the above there are students in need of this training, the school should afford appropriate remedial work to these students.

"4. One such means might be a how-to-study course to which students needing remedial work might be assigned.

"5. Such a course, if offered, should be elective for all except the remedial group and should give commensurate credit for whatever grade or level of ability the student is in. It should also begin at the time in the school year when the greatest need for

Groups was compared by Turelli over a two-year period in four respects: (1) general scholastic average of all subjects, (2) average in academic subjects, (3) average in laboratory subjects, and (4) average in shop or purely skill subjects. The comparisons were made for three levels of mental ability ratings: high, middle, low."

"1. Careful researchers over a two-year period maintained previous researches. Certain groups do benefit significantly in terms of improved grades by a study-habits program.

"2. The women seemed to benefit by improved grades more than did the men.

"3. The middle ability group tended to profit more than did either of the other ability levels. The highest ability level profited the least in terms of improved grades. None of the improvements were statistically significant.

"4. The small amount of the superiority of the trained group in the first semester increased in succeeding semesters.

"5. However, in terms of scholastic success, no considerable portion of the experimental group exceeded the control group. Hence the practice of repeating this training for all pupils appears to be indelicate."

Recommendations

"1. The study methods training program in the form of a 'how-to-study' course, apart from regular class instruction should be required of all students in a school.

"2. Training in study methods appropriate to each area of learning should be the main service which each instructor furnishes his students.

"3. If on the basis of the above there are students in need of this training, the school should afford appropriate remedial work to these students.

"4. The such means might be a how-to-study course to which students needing remedial work might be assigned.

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such a course will be experienced by the student, and should cover topics which correspond to the needs of the students enrolling."

Publications Designed to Aid in

Improving Study Habits

Several authors have tried to help pupils improve their study habits by use of pamphlets or books built around a set of rules for the best methods of study. For the most part, these writers seem to agree on the proper techniques to be used in studying. The problem that they do not solve appears to be, not how to study, but how to motivate the pupil toward studying properly and sufficiently. Most of the pamphlets have been done at the college level, but contain material which should apply to the problems of secondary-school pupils.

One of the outstanding writers in the field of study habits is C. Gilbert Wrenn of Stanford University.^{1/} Although a great deal of his work has been done at the college level, he has written a pamphlet designed to aid high-school students. This booklet, Study Hints for High School Students, treats the study-habits problem under six main heads.

The first topic treated by Dr. Wrenn is that of improving reading efficiency. Among the means advocated are:

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reading for a definite purpose; using a brief outline; underlining; reading summaries first; taking particular notice of paragraph headings; scanning the material to be read before reading slowly; using self-recitation; trying to think ahead of the text; using the dictionary often; and making full use of charts, maps, tables, and graphs. Increased reading speed can be attained through: forcing the will to improve; trying to increase the eye-span; capitalizing on topic sentences; and practicing reading under a time limit. Retention must be brought about through overlearning, which is closely associated with short, well-spaced reviews.

Increased ability to concentrate is dependent upon building up regular habits of study for each specific type of task as developed throughout the pamphlet. Among the aids to concentration are: building up an interest in the subject; working under pressure; overcoming petty annoyances; and using study periods of approximately one-half hour in length.

As to notetaking Professor Wrenn stresses: taking selective notes; organizing; using headings; using full statements; taking notes in permanent form to avoid copying; and using a loose leaf system.

Regarding preparation for examinations, Wrenn presents many useful suggestions. As to reviewing he points out the need of avoiding mechanical repetition and the value of

forcing recall, discussing the subject matter, and using a short last-minute review. During the examination he points out the value of working rapidly, but not to the point of confusion, attending carefully to directions, and writing full but concise answers. He further stresses the importance of carefully observing rules of hygiene, especially those regarding sleeping and eating during examination week.

Concerning the physical conditions necessary to effective study, Wrenn advocates: working in a place free from distractions; developing regular habits of study in certain places; giving attention to proper conditions of light, temperature, and ventilation; maintaining health; avoiding stimuli for wandering thoughts by keeping unnecessary materials from the place of study; and paying attention to proper posture.

Professor Wrenn also points out the value of a time budget. The student should plan at least part of each day to be devoted to regular study. Time provided for relaxation is just as important as time scheduled for study. Study is best accomplished just before or just after class, and is aided by artificial methods of self-motivation.

Another pamphlet, similar to that of Dr. Wrenn, is Students' Guide to Efficient Study, written by Luella Cole

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Pressey and Jessie Mary Ferguson.^{1/} Mrs. Pressey is the wife of Sidney L. Pressey whose work has been quoted above. She, like Dr. Wrenn, is regarded as a leader in the field of study habits. Her booklet is longer than Dr. Wrenn's and is on the college level. It is in agreement with his paper, but uses a slightly different organization, and treats many study factors in more detail. Both booklets are well worth consideration for use in high schools.

In the field of high school work, Walter B. Pitkin ^{2/} has written a small book intended for use by pupils, as are the above pamphlets. Pitkin's book, How We Learn, a Book For Young People with Emphasis upon the Art of Efficient Reading, treats about the same material that is handled by Wrenn and Pressey and Ferguson. In addition, Pitkin includes many practice exercises to increase the pupil's reading ability. Apparently How to Learn might be used as a text for a how-to-study course. It seems to be too lengthy and wordy for independent perusal by pupils, especially those whose habits of study need attention. It would be well worth a place in the school library for the use of teachers and those pupils whose initiative is of a high degree.

^{1/} Luella Cole Pressey and Jessie Mary Ferguson. Students' Guide to Efficient Study. New York, Ray Long and Richard R. Smith, Incorporated, 1933. 39 p.

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² Walter S. Patten, How to Learn, a Book for Young People with Emphasis upon the Art of Efficient Reading. New York, New York, New York, and Chicago, Illinois, Incorporated, 1932. 32 p.

³ Walter S. Patten, op.cit.

The latest publication in the field is that of Robert W. Frederick, How to Study Handbook.^{1/} This, like Pitkin's book, is lengthy, and perhaps most useful as a text. Frederick's organization is particularly good. He uses thirty-seven study factors, including those of Wrenn, but going into greater detail. Examples of the topics treated are: using the index, reading graphs, reading cartoons, and using the library. Frederick does not place as much emphasis on reading as does Pitkin, nor does he include as many exercises. The study skills are listed in a chart on the front cover page in a manner which should make easier the pupils' task of discovering what to do in a new study situation. Of all the how-to-study materials written at the high-school level, How to Study Handbook seems to be the most complete.

Several other books have been written regarding study habits. Some of these have been indicated by asterisks in the bibliography (p. 86) as being appropriate reading for the parent or teacher interested in helping pupils to improve their study habits.

One publishing company, The American Education Press,^{2/} has sought to give teachers inexpensive aid in improving

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the study habits of pupils. In their three weekly school newspapers they print a series of study helps and practice exercises dealing with such matters as the value of outlining and increasing eye-span. In addition they produce inexpensive reading tests and study-habits inventories (see Appendix, p. 119). The entire program is available at low cost and seems worthwhile, although there is no objective evidence immediately at hand to prove that contention. The study habits inventory is especially useful in helping students to analyze their own difficulties and to point out those difficulties to teachers.

William G. Brink, in his book, Directing Study Activities in Secondary Schools,^{1/} emphasises the importance of the role of the teacher in improving study habits. He says:

"The development of efficient and economic habits of study is a major responsibility of every teacher. Teachers should plan programs for improving study procedures as integral parts of the teaching of each subject. In such a program the diagnosis of study habits and abilities is the initial step. Five techniques are available for securing information: the questionnaire, the analysis of students' schedules, interviews with pupils, observation of pupils while studying, and testing. Of these, careful observation and testing are most valuable. The second step in the program consists in selecting a few points of emphasis in improving study habits, such as reading, outlining, scheduling, or use of the library. The numerous books and outlines now available on how to study

^{1/} William G. Brink. Directing Study Activities in Secondary Schools. New York, Doubleday, Doran and Company, 1937. p. 62-63.

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¹William G. Brink, Directing Study Activities in Secondary Schools, New York, Macmillan, Brown and Company, 1937, p. 88-89.

offer many suggestions. The third step in the program consists in giving pupils definite practice exercises in the habits and abilities that are to be developed. Each study assignment needs to be analyzed in terms of the habits and abilities that are essential. Pupils who are deficient in any of these should be given assistance through developmental exercises. The results of research indicate clearly that merely apprising pupils of what constitutes desirable study habits is inadequate; pupils must be given definite practice in the elements of each habit and ability. This is particularly true of the slower pupils. Courses in how to study appear to have value in supplementing the work of teachers through supplying information concerning pupils, through stimulating interest in study-habit improvement, and through coordinating the efforts of all teachers...."

Kilzer's Supervised Study ^{1/} is a thorough-going investigation designed to point out the meaning and status of supervised study and the techniques involved in its use.

Kilzer does not clarify the definition of the term "supervised study". Rather, he resorts to the generalization, "Supervised study is the procedure that aims to make each pupil self-reliant and efficient in all his learning activities by giving him encouragement, wise guidance, and necessary assistance."^{2/}

Regarding the status of supervised study he says:^{3/}

"Good teachers long ago used supervised study technique under a different name.

^{1/} Louis R. Kilzer. Supervised Study. New York, The Professional and Technical Press, 1931. xvi - 332 p.

^{2/} Ibid. p. 2.

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"Its value is seldom questioned. It is spreading rapidly, and is used in all the grades of the public school system.

"Junior high schools have adopted this technique more generally than have four-year high schools and senior high schools.

"Some standardizing and accrediting agencies insist that junior and senior high schools have definite programs for training pupils in correct study habits.

"High schools in all parts of the United States have supervised study, and, apparently, few have discontinued it after a trial."

Kilzer's chapter on the assignment is particularly clear and well organized. Briefly, he says:^{1/}

"The assignment should indicate what, how, and why to study....

"The approach to new material should be made cautiously in order that gaps may be avoided.

"The assignment should contain information that pupils cannot otherwise get without loss of time....

"The assignment should rest upon the pre-test....

"The assignment must be so clear and complete that the child will know exactly what to do and how to do it....

"The assignment should set up a problem or challenge....

"The assignment should provide for individual differences in ability and interests....

"The assignment should be given only when the pupils are properly prepared for it....

"The assignment should show evidence of careful preparation on the part of the teacher....

"The assignment should give proper emphasis to various points....

"The assignment should cover comparatively large units....

"The method used in the assignment should vary from time to time....

"The good assignment requires adequate time.... Hurried assignments are rarely, if ever, effective.

"One or more pupils should be required to repeat the assignment if it is given orally."

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"Directing Study through the Assignment",^{1/} an article by Maxie N. Woodring and Cecile White Flemming, characterizes the assignment as the most important responsibility which the teacher must face. The criteria of a good assignment, as listed by Woodring and Flemming are similar to those of Kilzer.

Claude C. Crawford, in his book, The Technique of Study,^{2/} uses a topical approach to the problems of how-to-study. His order is a clear-cut one, well adapted to the needs of the busy teacher or the capable student. The topics discussed by him are:

1. Selecting Courses.
2. Taking Notes.
3. Listening to Lectures.
4. Using Textbooks.
5. Acquiring Skill.
6. Memorizing.
7. Thinking.
8. Developing Interest.
9. Building a Vocabulary.
10. Using the Library.
11. Preparing Papers.
12. Reviewing.
13. Taking Tests.
14. Working in a Laboratory.
15. Teaching Study-Habits.

How to Use Your Mind,^{3/} a text in the psychology of

^{1/} Maxie N. Woodring and Cecile White Flemming. "Directing Study through the Assignment". Teachers' College Record, XXXIII (May, 1932) p. 673-695.

^{2/} Claude C. Crawford. The Technique of Study. Boston, The Houghton Mifflin Company, 1928. vi - 353 p.

^{3/} Harry Dexter Kitson. How to Use Your Mind; a Psychology of Study. Philadelphia, J. B. Lippincott Company, 1916. 217 p.

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Gladys C. Crawford. The Technique of Study. Boston, The Houghton Mifflin Company, 1928. vi - 325 p.

Harry Dexter Alderson. How to Use Your Mind: a Psychology of Study. Philadelphia, J. B. Lippincott Company, 1918.

learning, by Harry D. Kitson is apparently intended for use by college freshmen, although it is worth perusal by teachers or interested parents. The book is readable, but not light. The topics covered are:

- I. Intellectual Problems of the College Freshman.
- II. Note-taking.
- III. Brain Action During Study.
- IV. Formation of Study-Habits.
- V. First Aids to Memory.
- VI. Concentration of Attention.
- VII. How We Reason.
- VIII. Expression as an Aid in Learning.
- IX. The Plateau of Despond The Learning Curve.
- X. Mental Second-wind.
- XI. Examinations.
- XII. Bodily Conditions for Effective Study.

Kitson, as may be noticed in the above list, is interested not only in the theories of learning, but also in the application of specific suggestions to actual situations.

The Mind at Work by R. L. Lyman ^{1/} is a source book related to various factors in effective study. Included within the book are articles by twenty-one authors other than Mr. Lyman, including F. M. McMurray, F. E. Bolton, Harry D. Kitson, John Dewey, G. V. N. Dearborn, and others well known as educators or writers. The general fields covered are: (1) the nature of study and study-habits, (2) applications of good habits in schoolwork, (3) thinking, (4) reading to understand and remember, (5) reading as an

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active process, (6) evaluation of what we read and hear, and (7) reading for enjoyment.

This book is essentially a text for use at the college level. It is well organized and its clear style makes for ease of reading. It could in no event be used by secondary-school pupils.

The Dalton Plan

Some features of the Dalton Plan should throw light on our problem. A summary of this plan, written by Miss Olive Ely Hart,^{1/} is annotated here:

"I. Each pupil must have placed in his hands an assignment sheet which puts clearly before him the goals of his work, and which indicates briefly the means by which he can achieve these goals. These assignments.... must exhibit certain features:

1. They must actually motivate the work.
2. They must provide sufficient socialization.
3. They must provide for supervised study as well as individual work.
4. They must provide for student planning and projectizing.
5. They must establish minimums and maximums of achievement.
6. They must provide self-testing and self-checking material.

The direction of the preparation of assignments can be left to the various departments, provided the head of department understands the nature of a good assignment....

"The planned assignment is especially effective in the case of absence of pupils or teachers....

"II. Teachers must develop a classroom technique which will help them to systematize the management of small diverse groups as well as direct class discussions.

^{1/} Herbert H. Foster. High School Administration. New York, The Century Company, 1928. p. 648-652.

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- The direction of the preparation of assignments can be left to the various departments, provided the head of department understands the nature of a good assignment....
- "The planned assignment is especially effective in the case of science or physics or mathematics....
- "II. Teachers must develop a classroom technique which will help them to appreciate the management of small diverse groups as well as direct class discussions.

¹ Herbert H. Fowler, High School Administration. New York, The Century Company, 1928, p. 643-652.

"III. Classrooms must be equipped for study and for work as well as for 'recitations'....

"IV. Study halls and libraries must be equipped as far as possible for extra-classroom work.

"The usual study hall problem is largely solved under the Dalton Plan. Students go to the study hall only when they wish to study. Under such conditions one captain each period can easily supervise two hundred or more students with a minimum of attention from the students' association sponsor. Even the best regulated study hall can scarcely achieve the atmosphere of voluntary concentration of mind apparent in a Daltonized school.

"V. Teaching schedules for teachers are not altered by the Dalton Plan, except that, where it is possible, it is desirable to have 'floating teachers'....

"VI. In a large school, it is essential to have a base roster, which the school may follow at certain times. Students must budget their time so that they may feel responsible for accomplishing the best results....

"The matter of free time brings various administrative problems in an overcrowded school. Students must obviously meet certain fixed engagements.... Students may, however, move freely from room to room during their free time, according to their own budgeted scheme of distribution.

"The Dalton Plan can be adopted whenever a principal and a majority of the faculty understand the essential principles in relation to the conditions in their own school. Experiments in making assignments and in using them with classes on the ordinary roster basis should be made at least a term in advance."

The fact that the Dalton Plan has not been widely adopted in our schools, is not necessarily a condemnation of the plan in its entirety. Much that is of value in the plan has been adopted by teachers, and is in use.

The assignment sheet feature of the plan is perhaps its best contribution to educational practice. This plan allows for differentiation between assignments for pupils of varying abilities, and it unifies the materials studied

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"The matter of free time brings various administrative problems in an overcrowded school. Students must obviously need certain fixed engagements....

Students may, however, move freely from room to room during their free time, according to their own budgeted scheme of allocation.

"The Dalton Plan can be adopted whenever a principal and a majority of the faculty understand the essential principles in relation to the conditions in their own school. Experiments in making assignments and in using them with classes on the ordinary roster basis should be made at least a year in advance."

The fact that the Dalton Plan has not been widely adopted in our schools, is not necessarily a condemnation of the plan in its entirety. Much that is of value in the plan has been adopted by teachers, and is in use.

The assignment sheet feature of the plan is perhaps its best contribution to educational practice. This plan allows for differentiation between assignments for pupils of varying abilities, and it unifies the materials studied

into meaningful long-term blocks of work. We should note that assignment sheets will have little success if they are prepared hurriedly or on the spur of the moment. A worthwhile assignment sheet calls for careful advance planning and study. Any half-hearted attempt made in this direction will be valueless. Well-constructed assignment sheets can be helpful in the matter of improving study habits. In the first place, the well-made study sheet is in itself an example of efficiency for pupils to follow. Secondly it should contain appropriate suggestions to the pupil regarding ways in which he can most effectively reach his goal. Thirdly, the goals set up in the plan point out a path for the pupil to follow, provide tangible ends to be sought, and act as incentives to accomplishment.

The need for the development of a classroom technique for managing small diverse groups within a single classroom by one teacher is probably one of the major reasons for the failure of the Dalton Plan to be more popular than it is. Such techniques are no easy matter, especially if teachers are not well trained. The school system in which all, or even the majority of, teachers are prepared to undertake this sort of work is fortunate. Many teachers find the problem of managing classes under more traditional plans a difficult one. These persons will not be eager to make radical changes. It would be a grave omission not to mention that inertia is also effective here.

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the problem of managing classes under more traditional plans a difficult one. These persons will not be eager to make radical changes. It would be a grave omission not to mention that inertia is also effective here.

Miss Hart's comments regarding the industriousness of pupils under the Dalton Plan seem a bit over-optimistic. The assignment sheet, acting as a motive for better work may lessen the discipline problem, but we cannot expect the superlative results she predicts to arise by the mere adoption of the plan. The expected smooth functioning of the study hall might be approached if the teaching staff using the Dalton Plan (or almost any other) were of the highest order.

The floating teacher would be welcomed by most administrators and classroom teachers. Unfortunately, it is not easy to convince our Massachusetts finance boards and taxpayers of her value. In some school systems cadet teachers are used to advantage in this capacity.

The freedom of pupils to pass about the building on their own time schedule is not to be accomplished in a day. Such a procedure calls for the best management by an especially well trained and enthusiastic staff of teachers. Even with the most careful inauguration of this plan, much work of an administrative nature is necessary. It is questionable whether the possible results are worth the time and money involved. Apparently few administrators have felt it to be so.

Summary of Good

Study Habits

Nearly all writers agree as to what constitutes good habits of study. The following list is a composite of the maxims dealing with how-to-study found in books, pamphlets, and articles used in this thesis.

1. Have a special time and place in which to study.--

Never loaf or read in the place reserved for study. This place should be as quiet as possible. You should have a table or desk on which to work and a straight chair in which to sit. There should be plenty of light coming from over your left shoulder. It is wise not to have the room in which you study either too hot or too cold.

Plan your study time carefully. Decide when to start work and how long to continue. Stick to your plan. Be prompt about starting work. Try to study at the same time every day. You will find it easier to concentrate if you do so. Get in the habit of doing assignments as soon as possible after they are assigned. When you start, work steadily for at least half an hour before resting. When you are really tired, relax, and rest your eyes. Remember that a change in occupation is not the same as resting.

2. Learn how to use your books.-- Chapter titles, paragraph leads, topic sentences, and key words point out the main topics of every lesson. The index, table of con-

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tents, appendix, and footnotes make many things easy to find in a book. Maps and pictures make the book easier to understand and remember. Dictionaries, encyclopedias, atlases, and other reference books make your lessons easier. Learn where to find and use all of these things; they are short-cuts. When the author speaks of something that has already been mentioned in the book, turn back and look it up.

3. Good health is necessary if you are to get the most out of your study time.-- This means that you must have time for sleep, recreation, and exercise. Plan your study hours and your free hours with equal care. Be sure that you get eight hours of sleep every night. It is wise not to eat a heavy meal just before studying. Try to have some of your study time come before supper. Observe the rules of hygiene.

4. Provide yourself with all the necessary materials before going to work.-- Be sure you have pens, rulers, erasers, books, and any other equipment that you may need before you start to study a lesson. Have an assignment book. Keep a full and careful record of all assignments. Make notes of all suggestions and instructions that go with the assignment. Before you go home from school look at your assignment book to be sure that you take home all the necessary books, paper, and other materials. If it is necessary, check with the teacher at this time on any as-

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signment you do not understand.

5. Do the hardest or most disagreeable work first.--

A disagreeable task is not so bad after it is finished, and if you get it out of the way, it will be easier to do the rest of your work. Prepare each lesson every day. It is easier to keep work up to date than to do make-up work.

6. Work hard when you study.-- It is often helpful to set a goal -- a certain amount of work to be accomplished in a certain time. Never allow yourself to daydream. Force your mind to stick to its job.

7. Keep the purpose of your studying in mind.-- Always know what you are trying to do. If you study blindly, just to read a certain number of pages or to do a certain number of examples, you will not get much out of your work. In a reading assignment it may be necessary to read carefully, or to read quickly, to get a general picture of the material, to pick out certain facts, or to memorize. Decide what you should try to do before you start to study, and work accordingly.

8. Always review a little before starting a new lesson.-- Doing this gives you a basis on which to build the new lesson. After reviewing one or two lessons, read the new lesson through rapidly, and then reread it carefully. As you read it first notice the main points. Be sure you know what the lesson is about before you study the details.

9. Form the habit of taking careful notes.-- Do not

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10. After you have taken notes on a lesson, review it mentally or on paper.-- Make sure that you know the facts related to each main point of the lesson. It is often helpful to make up questions about the lesson and then try to answer them. If you cannot answer a question, look it up and study the answer. A last-minute review just before class is very helpful. Make a note about all questions that are not clear and have the answer explained in class.

11. Do not let any time spent in class be wasted.-- Everything that goes on in class should give you a chance to learn and save time. Try to give yourself the answer to every question asked by the teacher. Everything you learn in class you will not have to learn later, thus you can save a great deal of time. Take notes in class of things you want to remember later. Try to discover the correct answer to every class or test question you answer poorly.

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13. If you have something to memorize, learn it as a whole if you can.-- It is easier to memorize a thing all at once than to learn it a sentence at a time. Saying aloud the vocabulary or selection that you must memorize often makes it easier to learn.

14. Do your own studying.-- Learn to rely on yourself. Ask the teacher for help only when it is necessary.

15. Check all of your written work.-- Being sure that you are right the first time can save you a great deal of time that might be spent doing the work over.

16. It is often helpful to recite to a friend or to yourself.-- If you can tell your parents or someone else what is in a lesson, you will be fairly sure of knowing that lesson in class.

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CHAPTER II

THE CHECK LIST REGARDING THE IMPROVEMENT OF THE STUDY HABITS OF SECONDARY-SCHOOL PUPILS

Scope and nature of the investigation.-- In order to discover, insofar as possible, the means and methods currently in use in the secondary schools of Massachusetts to improve the study habits of pupils, a check list was sent to 198 high and junior high schools. These schools were selected at random by choosing the first, second, sixth, seventh, eleventh, twelfth, etcetera high and junior high schools listed in the Educational Directory, 1938, a bulletin of the Massachusetts Department of Education.

The check list includes items regarding: (1) the extent to which schools attempt to improve the study habits of pupils, (2) the devices and materials employed, (3) the persons involved in the program for improving study habits, (4) the time devoted to the program, (5) the means in use for measuring the success of the program, and (6) the opinion of school principals regarding the worth of study-habits teaching. A copy of the check list will be found in the Appendix, p. 93 .

Responses to the check list.-- Returns were received

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in use for measuring the success of the program, and (6)

the opinion of school principals regarding the worth of

study-habits training. A copy of the check list will be

found in the appendix, p. 95.

Responses to the check list. -- Returns were received

from a total of 127 schools, the distribution of which according to the size and type of school is found in Table 1.

Table 1. Numbers and Percentages of Schools Included in This Study Distributed According to the Size and Grades Included.

Total Enrollment	Junior High <u>a/</u> Schools		Six-year High <u>b/</u> Schools		Senior High <u>c/</u> Schools		Totals	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
I 0-300.....	11	9	16	13	11	9	38	31
II 301-750...	20	16	11	9	16	13	47	38
III 750-over.	8	6	3	2	29	23	40	31
Totals.....	39	31	30	24	56	45	125	100

- a/ Seven schools including grades seven and eight.
 Thirty-two schools including grades seven through nine.
b/ Thirty schools including grades seven through twelve.
c/ Forty-one schools including grades nine through twelve.
 Fifteen schools including grades ten through twelve.

Reports were received from thirty-nine junior high schools, thirty six-year high schools, and fifty-six senior high schools. These are about a third, a fourth, and a half respectively of the 125 usable replies. Two of the returned check lists were so incomplete that they could not be used. The 125 usable replies represent about sixty-three per cent of the 198 check lists sent out.

In schools enrolling 750 or fewer pupils the distribution is fairly even; that is, no one type of school re-

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 according to the size and type of school is found in Table I.

Table I. Numbers and Percentages of Schools Included in
 This Study Classified According to the Size
 and Grades Included.

Enrollment	Junior High a/		Six-year High b/		Senior High c/		Totals	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
I 0-500.....	11	9	16	13	11	9	38	31
II 501-750....	20	16	11	9	13	10	44	35
III 750-over..	3	2	3	2	22	18	40	31
Totals.....	34	27	30	24	46	37	110	100

a/ Seven schools including grades seven and eight.
 b/ Thirty-two schools including grades seven through nine.
 c/ Thirty schools including grades seven through twelve.
 d/ Forty-one schools including grades nine through twelve.
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 tion is fairly even: that is, no one type of school re-

ported significantly $\frac{1}{2}$ more often than any other. Among the schools enrolling 750 or more pupils, the senior high school appears more often than the six-year or junior high school. This undoubtedly mirrors the fact that single high schools often serve large urban areas, while junior high schools are often found in several sections of large cities. The six-year high school is more typically a part of smaller communities than of cities.

The junior highschools reporting are fairly evenly divided among the three enrollment groups (column 3, Table 1). Six-year high schools were found to be in enrollment group I more often than in group III, a fact which agrees with the statement above, that they are normally an institution of smaller communities. Senior high schools appear appreciably more often in group III than in group I, a not unexpected distribution in view of what has already been noted.

These tendencies of distribution will be found to color the practices reported by schools later in the thesis, and will be subject to comment as their influences appear.

The Extent of Study-Habits

Teaching

About four-fifths (column 5, Table 2) of the

1/ See Appendix, p. 98 for the formula used in computing significant differences.

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These tendencies of distribution will be found to color the practices reported by schools later in the thesis, and will be subject to comment as their influences appear.

The Extent of Study-Tables

Testing

About four-fifths (column 3, Table 3) of the

IV See Appendix, p. 98 for the formula used in computing significant differences.

Table 2. Numbers and Percentages of Schools Having Study-Habits Training for All or Some Pupils, Distributed According to Size and Grades Included.

Schools	Enrollment Group	Number of Reports	Schools Having Study Habits Programs		Schools Having Programs for All Pupils		Schools Having Programs for Some Pupils	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Junior High Schools	I 0-300..	11	9	82	7	64	2	18
	II 301-750..	20	19	95	16	80	3	15
	III 751-over.	8	6	75	5	63	1	13
	Totals...	39	34	87	28	72	6	15
Six-year High Schools	I 0-300..	16	13	81	9	56	4	25
	II 301-750..	11	10	91	5	45	5	45
	III 751-over.	3	3	100	3	100	0	0
	Totals...	30	26	87	17	57	9	30
Senior High Schools	I 0-300..	11	11	100	6	55	5	45
	II 301-750..	16	10	62	4	25	6	38
	III 751-over.	29	18	63	7	24	11	37
	Totals...	56	39	70	17	30	22	39
All Secondary Schools	I 0-300..	38	33	87	22	58	11	29
	II 301-750..	47	39	83	25	53	14	30
	III 751-over.	40	27	68	15	38	12	30
	Totals...	125	99	79	62	50	37	30

Table 2. Numbers and Percentages of Schools Having Study-Habits Training for All or Some Pupils, Districted According to Size and Grades Included.

Schools	Enrollment Group	Number of Pupils	Number of Schools		Percentage of Schools		Percentage of Pupils		Schools Having Programs for All Pupils	Schools Having Programs for Some Pupils
			(1)	(2)	(3)	(4)	(5)	(6)		
Junior High Schools	I 0-300..	11	11	3	82	7	64	2	18	18
	II 301-750..	20	19	92	16	80	2	12	12	12
	III 751-over..	8	6	75	8	83	1	12	12	12
	Totals...	39	36	87	25	78	5	12	12	12
Six-Year High Schools	I 0-300..	16	13	81	3	30	4	25	25	25
	II 301-750..	11	10	91	6	45	5	45	45	45
	III 751-over..	3	3	100	3	100	0	0	0	0
	Totals...	30	26	87	17	67	9	30	30	30
Senior High Schools	I 0-300..	11	11	100	2	62	8	45	45	45
	II 301-750..	16	10	62	4	23	3	23	23	23
	III 751-over..	22	18	82	7	34	11	37	37	37
	Totals...	49	39	79	14	30	22	39	39	39
All Second-ary Schools	I 0-300..	38	33	87	22	58	11	29	29	29
	II 301-750..	47	38	81	23	51	14	30	30	30
	III 751-over..	40	37	93	15	38	12	30	30	30
	Totals...	125	108	87	60	47	37	30	30	30

respondents indicated that some attempt to improve study habits is made in their schools. A slightly greater proportion of study-habits teaching is found in junior and six-year high schools than in senior high schools (column 5, Table 2).

It seems that the age of the pupil in grades seven, eight, and nine is largely responsible for the greater emphasis on study habits teaching in those grades. The fact that the six-year high school contains pupils of the lower, as well as of the higher, grades of the secondary school explains their tendency to have as much study-habits teaching as the junior high school.

The junior high school is a transitional level between the one-room and one-teacher procedures of the elementary school and the comparative freedom of initiative in the senior high school. One of the functions peculiar to the junior high school is to make that transition wisely, in order that the pupil may be more self-reliant when he reaches high school. A sound basis of good study habits which will enable the pupil to deal efficiently with the increased amount of homework given in the high school should be an objective of every junior high school. If study habits are well-taught in the junior high school, the task of the senior high school will be lightened.

Junior high schools having programs for training in improved study habits require this training of all pupils

more often than do senior high schools (column 7, Table 2). This is not surprising in view of the fact that the senior high school allows more election of courses in all fields than does the junior high school. It is also true that the junior high school is the product of a more recent reorganization than is the senior high school and is consequently more often willing to accept innovations.

The requirement of training in how to study for all pupils may be necessary in many cases. It would seem, however, that at both levels of the secondary school this matter should rest on diagnostic testing. Subjecting pupils to unnecessary training in this respect is wasteful of time, effort, and money. Failure to provide training where it is needed will decrease the pupils' chances of success and increase the burdens of the pupil, the teacher, and the school.

The slight tendency on the part of schools enrolling more than 750 pupils to provide less study-habits training than smaller schools is apparently caused by the fact that most of the schools represented in group III are senior high schools.

Time provided for study-habits teaching.-- Slightly less than one-half of the respondents indicated that time is provided within their schedules for the teaching of study habits. More junior high schools than senior or six-year high schools reported making such a provision.

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One senior-high-school principal ^{1/}noted the practice of concentrating on study habits at the beginning of each year for all pupils, and stressing the matter only with failing pupils during the remainder of the year. Another respondent mentioned a "very satisfactory experiment" with study-habits teaching in Caesar which was dropped, apparently because of a lack of interest on the part of the teacher.

Number of years of use of existing study habits programs.--- Responses from sixty-eight schools indicated that, on the average, the existing programs for improving study habits have been in use between four and five years. This indicates either that the practice of improving study habits is a relatively new one, or that plans are frequently being revised.

The supervised study movement, with attendant efforts to improve study habits began about 1918. Therefore, we must conclude that in some cases study-habits programs in the schools studied here are innovations, and that in others they have recently been revised. Indications of both are present in comments made by respondents. Two principals specifically mentioned recent revisions, and others noted new courses in remedial reading.

^{1/} Mr. Arthur J. Barry, Principal of the Peabody High School.

The senior-high-school principal V noted the presence of concentrating on study habits at the beginning of each year for all pupils, and announced the matter only with falling pupils during the remainder of the year. Another respondent mentioned a "very satisfactory experiment" with study-habit teaching in senior high was dropped, apparently because of a lack of interest on the part of the teacher.

Number of years of use of existing study habits

Programs. -- Respondents from sixty-eight schools indicated that, on the average, the existing programs for improving study habits have been in use between four and five years. This indicates either that the practice of improving study habits is a relatively new one, or that plans are frequent-ly being revised.

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W. Arthur J. Berry, Principal of the Penney High School.

Selection of Pupils for Study-Habits

Training

Approximately half of the respondents indicated that their study-habits programs are designed to help all pupils. Less than a third of the schools reported programs benefiting a selected group of pupils. Many schools did not state what method of selection they use. Several reported the use of two or more criteria. The various methods of selection are indicated in Table 3.

Table 3. Frequency of Mention of Different Criteria Used in Selecting Pupils for Study-Habits Training Distributed According to Type of School.

Criteria	Junior High Schools	Six-year High Schools	Senior High Schools	Totals
(1)	(2)	(3)	(4)	(5)
Classes.....	19	10	13	42
Scholastic Standing.....	7	1	11	19
Teacher Opinion.....	1	6	4	11
College Curriculum...	0	0	1	1
Library-study Pupils.....	1	0	0	1
Elective.....	1	0	0	1
Freshman Class.....	0	1	0	1

The most-used criterion in all three types of schools is that of subject-matter fields. In all, forty-two respondents indicated that pupils in English, social

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Criteria	Junior High Schools	Six-year High Schools	Senior High Schools	Totals
(1)	(2)	(3)	(4)	(5)
Classes.....	12	10	13	43
Academic.....	5	1	11	18
Teacher.....	1	6	4	11
College.....	0	0	1	1
University.....	1	0	0	1
Library-study.....	1	0	0	1
Public.....	1	0	0	1
Elective.....	0	1	0	1
Freeman.....	0	1	0	1

The most-used criterion in all three types of schools is that of subject-matter fields. In all, forty-two respondents indicated that pupils in English, social

studies, mathematics, foreign languages, science, commercial subjects, or other fields are given training in how to study.

The next most-used criterion is that of scholastic standing. Nineteen respondents indicated selection of pupils by scholastic standing and eleven by teacher opinion. Quite probably, the pupils selected on the basis of teacher opinion are most often those having low marks. If we combine the two criteria just mentioned it appears that thirty schools try to improve the scholastic standing of the poorest pupils through study-habits training. It seems, therefore, that nearly as many schools select pupils by their scholastic standing as by their subject-matter fields.

Subject-Matter Fields in which Study-Habits

Teaching Is Reported

Forty-two schools reported that instruction in study habits is given in certain subject-matter fields. A summary of the subjects by which pupils are chosen is given in Table 4.

Table 4 indicates that English is the outstanding subject-matter field in which study habits training is given. With the exception of the commercial subjects the remaining subject fields are about evenly divided as to the extent to which they are included in the study-habits program. Despite the small number of schools reporting

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Table 4. Frequency of Mention of Certain Subject-Matter Fields in which Study-Habits Training is Given, Distributed According to Type of School.

Subject	Junior High Schools	Six-year High Schools	Senior High Schools	Totals
(1)	(2)	(3)	(4)	(5)
English.....	10	10	11	31
Social Studies....	9	6	7	22
Mathematics.....	9	6	7	22
Foreign Languages..	5	6	6	17
Science.....	6	5	6	17
Commercial Subjects.....	3	4	5	12
Other.....	5	4	5	14

the teaching of correct study habits in commercial courses, the writer feels that the teaching and learning of shorthand and typewriting are per se excellent training in how to study or, more properly, in how to memorize.

Grades in which Study-Habits Teaching Is Reported

In reporting the subject fields utilizing study-habits teaching, respondents were asked to indicate the grade level at which such teaching occurs. Unnecessary complication of data will be avoided by confining discussion of grade placement to study-habits teaching in English classes at the various grade levels.

A slight tendency toward the localization of study-habits teaching in the lowest grade of each school appears

Table 4. Frequency of Mention of Certain Subject-Matter Fields in which Study-Habits Training is Given, Classified According to Type of School.

Subject	Junior High Schools	Six-year High Schools	Senior High Schools	Totals
(1)	(2)	(3)	(4)	(5)
English.....	10	10	11	31
Social Studies.....	3	6	7	22
Mathematics.....	9	6	7	22
Foreign Languages.....	3	6	8	17
Science.....	6	5	8	19
Commercial Subjects.....	3	4	5	12
Other.....	5	4	8	17

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A slight tendency toward the localization of study-habits teaching in the lowest grade of each school appears

in Table 5. The small number of schools in each group hardly justifies a conclusion of any sort. In the junior high schools (columns 2 and 3, Table 5) a fairly even distribution among all grades may be noticed. In the six-year high schools (column 4, Table 5) most of the study-habits teaching is done in grades seven, eight, and nine. In the three-year high schools (column 5, Table 5) an even distribution again occurs. A slight tendency toward the placement of study-habits training in grade nine is found in the four-year high schools (column 6, Table 5).

Table 5. Frequency of Mention of Study-Habits Teaching in English Classes at the Various Grade Levels, Distributed According to the Grades in Each Type of School.

Grade	3-year Junior High Schools	2-year Junior High Schools	6-year High Schools	3-year High Schools	4-year High Schools
(1)	(2)	(3)	(4)	(5)	(6)
Seven...	10	3	7		
Eight...	10	3	6		
Nine....	8		8		6
Ten.....			4	4	4
Eleven..			3	3	3
Twelve..			3	3	4
Number of Schools	11	3	9	4	7

Procedures Used in Improving

Study Habits

Among the various devices used by secondary schools in

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Grade	3-year Junior High Schools	3-year High Schools	4-year High Schools	5-year High Schools	6-year High Schools
(1)	(2)	(3)	(4)	(5)	(6)
Seven...	10	3	7		
Eight...	10	3	6		
Nine...	8		3		3
Ten...			4	4	4
Eleven...			3	3	3
Twelve...			3	3	4
Number of Schools	10	3	9	4	7

Procedures Used in Improving Study Habits

Among the various devices used by secondary schools in

their attempt to improve study habits are those listed in Table 6 (column 1). In the order of the frequency of their use they are: (1) supervised study, (2) regular class work, (3) individual remedial work, (4) homeroom programs, (5) extra periods, (6) remedial-reading classes, (7) how-to-study classes, and (8) divided periods. Nearly all schools reported the use of two or more of these devices.

Table 6. Numbers and Percentages of Schools Using Certain Techniques or Classroom Procedures in Improving Study Habits, Distributed According to Type of School.

Procedures	Junior High Schools		Six-year High Schools		Senior High Schools		Totals	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Supervised Study.....	29	81	21	72	23	43	73	62
Part of Regular Classroom Work..	24	67	16	55	32	60	72	61
Individual Remedial Work.....	18	50	17	59	25	47	60	51
Homeroom Programs.....	17	47	12	41	14	26	43	36
Extra Periods.....	9	25	7	24	19	36	35	30
Remedial-Reading Classes.....	10	28	6	21	12	23	28	24
How-to-Study Classes.....	4	11	5	17	6	11	15	13
Divided Periods.....	3	8	4	14	0	0	7	6
Other.....	4	11	1	3	3	6	8	7

Supervised study.-- No appreciable difference exists between the extents to which supervised study and regular

The following is a list of the items
 which have been received from the
 various sources mentioned in the
 report. The items are listed in
 the order in which they were
 received, and are classified
 according to the nature of the
 information which they contain.

The items are classified as follows:
 1. Items which contain information
 of a general nature.
 2. Items which contain information
 of a specific nature.

The items are listed in the order
 in which they were received, and
 are classified according to the
 nature of the information which
 they contain.

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1	1	1	1
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92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

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classroom work are used as means to improve study habits if secondary schools are considered as a whole.

Supervised study is here taken to mean some over-seeing by a teacher of the study methods, habits, and accomplishments of the pupil as he does academic school work. The aim of such supervision is to improve the results of study. The overseeing can, and does, vary in quality and quantity. In many schools, and by many teachers, supervised study is regarded as a disciplinary act in which the primary duty of the teacher is to preserve order. In other cases, supervised study connotes a real attempt to lead the pupil toward more efficient accomplishment of his work.

The extent to which junior high schools make more use of supervised study than do senior high schools is statistically significant.^{1/} Approximately three-fourths (columns 3 and 5, Table 6) of the junior high schools and the six-year high schools employ supervised study, but less than half (column 7, Table 6) of the senior high schools do so. The small number of high schools using this procedure is probably a reflection of the age groups of the pupils in the three types of school.

The six-year high school embraces the age groups found in both the senior and junior high schools. Therefore, it is to be expected that the six-year high school

1/ See Appendix, p. 98.

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The six-year high school embraces the age groups found in both the senior and junior high schools. Therefore, it is to be expected that the six-year high school

would employ supervised study with the pupils in its lower grades as much as the junior high school does. Pupils are more mature at the senior-high-school level than below it, and are often more nearly capable of having efficient work habits without a great deal of supervision. We cannot infer that all supervised study is out of place in the high school. Despite the increased maturity of the pupils, some overseeing of study is a vital need if the pupils are to become really efficient in their habits of study.

Another factor of importance in the greater incidence of supervised study at the lower levels of the secondary school is that the junior and six-year high schools are the products of more recent reorganization than the senior high school. The senior high school is, more often than either of the others, organized on a traditional basis, and has not responded as readily to many recent trends.

The extent to which the three types of school differ in their use of each of the procedures other than supervised study is in no case significant. This is probably a consequence of the small number of schools reporting.

Part of regular classroom work.-- Most teachers regard the improvement of study habits as an integral part of every recitation and assignment. However, it is also true that many teachers seldom attack the problem and that many more do so in a haphazard manner.

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occasion arises, and especially in the making of an assignment, ways in which pupils can increase the efficiency with which they work.

In about three-fifths of the secondary schools as a whole, the improvement of study habits is regarded as part of the work of the classroom teacher. Three-fifths of the junior high and senior high schools, but only about half of the six-year high schools, make use of regular classes as a means to improving study habits. The small number of six-year high schools using this technique is apparently a consequence of their tendency to use individual remedial work rather than measures which involve whole classes. This tendency is also apparent under the discussion of individual remedial work as a device for improving study habits.

Individual remedial work.-- Slightly more than half of the respondents indicated that individual remedial work is a part of their programs for improving study habits. If our schools are to be successful in their attempts to improve study habits, there can be no doubt as to the need for teachers being acquainted with, and trying to help solve, the problems of each child. Much can be done by pointing out the best ways of attacking various study situations to groups of pupils, but group techniques cannot accomplish the entire task. It has been noted above that the six-year high school makes use of individual remedial work more than

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either of the other types of school.

Homeroom programs.-- In about a third of the secondary schools, the homeroom program figures in the business of improving study habits. This program is more typically a part of the junior high school and six-year high school than of the senior high school. Only about a fourth (column 7, Table 6) of the senior high schools reported the use of this device, while nearly a half of the other two types of school did so.

The homeroom program is a useful device for improving study habits. In most schools using this scheme the pupils meet in the homeroom for one period each day. Here, various functions may take place. At the junior-high-school level such matters as school government, pupil conduct, and safety campaigns are discussed. The homeroom program is often socialized, that is, led by the pupils. Such procedures, if they are properly motivated and directed, can be made particularly appealing to junior-high-school boys and girls. A good groundwork can easily be laid for proper study habits in the homeroom situation. This foundation makes the work of the classroom and study-hall teacher easier when they try to assist the pupil in practicing efficient study habits. It should be noted that the teaching of study habits in homerooms is more effective if it is coordinated throughout the school than if each teacher proceeds along a different plan. Coordinating the

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programs of the various homerooms of a school will do away with overlapping, omissions, and contradictions that might otherwise be present.

Extra-period plan.-- Slightly less than a third (column 9, Table 6) of the schools reported the use of extra periods for special help. In this case, the pupils most in need of assistance are detained beyond the regular school day for special help. Such plans segregate the poorer pupils from the better and allow for much individual attention. Detention of pupils is difficult in many schools, especially where many pupils travel to and from school on busses and may be forced to walk long distances if kept after school. Another poor feature of this plan is that the pupil is often led to associate study with punishment, especially if he is detained against his will. Such an association would make the matter of study-habits teaching very difficult. The most favorable point of such a program is that it provides a time for some training which, in crowded schools, might otherwise not be available. If proper motivation and rapport are present in the after-school period it should be useful as a device for improving study habits.

The after-school period is used more often by senior high schools than by either of the other types of school. This probably reflects the less strict attitude of the high school in supervision during the regular school day. The

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Remedial-reading-classes.-- Remedial-reading classes were found in about one-fourth (column 9, Table 6) of the secondary schools from which reports were received. The recency of the emphasis on the need for better reading comprehension and speed probably keeps this procedure from being higher on the list of devices than it is at present.

Remedial-reading courses are being rapidly introduced into all levels of our secondary schools. School people are recognizing, more and more, that without good reading ability pupils cannot easily succeed in academic work, and that with particularly poor reading ability, pupils cannot hope to succeed in school. No matter how well pupils are trained in the art of studying, they cannot make much progress without skill in reading.

The remedial-reading course provides a favorable locale for the placement of basic training in study skills and for diagnosis of study-habits deficiencies. Reading

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and study are so closely related that many times it is difficult to distinguish between them. Proper physical conditions of heat, light, and ventilation are important to both. Learning to read for different purposes such as scanning, reading for pleasure, and reading to get the main points of an article, is part of the tasks of improving reading ability and of improving study habits. If a pupil were to take courses in remedial reading and how to study, there would undoubtedly be much unnecessary overlapping.

The junior high school makes more use of remedial reading than either of the other schools. This is probably a result of the general progressiveness of the junior high school, and of the fact that the junior high school is nearer the elementary school where reading is first taught. Obviously the senior high school will not be greatly in need of remedial reading if the work of such courses is accomplished in the junior high school. The only apparent reason for the existence of a small number of remedial-reading courses in six-year high schools is in the fact that a larger percentage of the six-year schools reporting are small schools where it is both difficult and expensive to introduce new courses.

How-to-study classes.-- It should be recognized that the how-to-study course is not necessarily the best way to improve study habits. It is quite possible that a course in which pupils are taught to know all of the best methods

and study are so closely related that many times it is difficult to distinguish between them. Proper physical conditions of heat, light, and ventilation are important to both. Learning to read for different purposes such as for pleasure, reading for pleasure, and reading to get the main points of an article, is part of the task of improving reading ability and of improving study habits. If a pupil were to take courses in remedial reading and how to study, there would undoubtedly be much unnecessary overlapping.

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of study, and are marked as in other school subjects, will be totally ineffectual. If such a course is not accompanied by follow-up treatment in regular classes and by some supervised study, it will undoubtedly be of little value to the pupil.

Slightly over a tenth (column 9, Table 6) of the respondents indicated that they use how-to-study courses. Three schools, one of each type, offer a how-to-study course as a unit within another class.

The divided-period plan.-- The divided period is a procedure which should prove very useful in improving study habits. In this scheme, each period is divided into two parts. During the first part of each period the time is spent in some form of recitation and assignment making, and the second part in supervised study. By this plan the pupil does all or part of his homework in each subject under the supervision of the teacher of that subject. The only outstanding difficulty with the divided-period plan is that it makes for a long period and a long school day. All of the schools which reported the use of this plan were junior high or six-year high schools (columns 3 and 5, Table 6). No senior high schools reported its use. This is in accordance with the already indicated tendency of the high school to place more reliance on the initiative of the pupil and less upon supervised study.

Other procedures used in improving study habits.--

of study, and are marked as in other school subjects, will be totally ineffectual. If such a course is not recognized by follow-up treatment in regular classes and by some supervised study, it will undoubtedly be of little value to the pupil.

Slightly over a tenth (column 2, Table 3) of the respondents indicated that they use now-to-study courses. These schools, one of each type, offer a now-to-study course as a unit within another class.

The divided-period plan.—The divided period is a procedure which schools prove very useful in improving study habits. In this scheme, each period is divided into two parts. During the first part of each period the class is spent in some form of recitation and assignment making, and the second part is supervised study. By this plan the pupil does all or part of his homework in each subject under the supervision of the teacher of that subject. The only outstanding difficulty with the divided-period plan is that it makes for a long period and a long school day. All of the schools which reported the use of this plan were junior high or six-year high schools (columns 3 and 4, Table 5). No senior high schools reported its use. This is in accordance with the already indicated tendency of the high school to place more reliance on the initiative of the pupil and less upon supervised study.

Other procedures used in improving study habits.—

Less than one-tenth of the respondents indicated that they use some method or procedure for instruction that was not listed in Table 6. Among the methods so mentioned were: assembly talks, conferences on written work, orientation classes, a noon-time study period, remedial English classes, and remedial mathematics classes.

Assembly talks should prove useful if they are used in conjunction with some long-range program, but they would be practically useless if they alone were relied upon to improve study habits.

Conferences on written work should also be very much worthwhile. In such a plan the teacher should contact each individual pupil, although if the teacher-pupil load were heavy in a given school, the conferences might be limited in length or frequency, which would detract from their usefulness. If the conferences are held frequently, and managed wisely, they can do a great deal toward improving study habits.

The title "orientation classes" is an ambiguous one. The school reporting its use is a six-year high school, and the respondent indicated that the orientation extends over the entire six years of the pupils' attendance at that school. Such a device should hardly be termed orientation unless it is deemed necessary to orient the pupils to each of the six grades. Apparently the title of the course is a misnomer for something that resembles a

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homeroom program.

A noon-time study period is very much in keeping with the idea of efficiency and it should be very useful for many pupils. Such a course must be elective because of the fact that noon-time is ordinarily not part of the pupils' work hours. The school reporting the use of this device is a junior high school. The advisability of taking the pupils' free time for study is a questionable procedure from the points of view of both mental and physical health. Pupils do not and cannot study well directly after eating. More efficiency would probably be obtained in the afternoon session of that school if the noon period were devoted to relaxation rather than school work. It must be recognized, however, that the total situation in any particular school is not apparent here, and many factors other than improving study habits may make the procedure advisable.

Remedial English and mathematics classes should be very much worthwhile if need for them exists in a given school. Doubtlessly such need does exist in many, and probably most, schools. Such groups would contain the pupils most in need of improved study habits and due attention could be devoted to that matter as part of the remedial work.

Comparison of the uses of various procedures in schools of three enrollment groups.-- In Table 7 the schools reporting are considered in three enrollment groups: group I

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Comparison of the uses of various procedures in schools

of three enrollment groups.-- In Table V the schools re-

porting are considered in three enrollment groups: group I

is composed of schools having up to 300 pupils, group II of schools having from 301 to 750 pupils, and group III of schools having over 750 pupils. The differences in the extents to which schools in the three groups vary in their use of the various devices are not statistically significant. This indicates that schools of all sizes are finding some value in each of the methods for improving study habits listed in Table 7. It also seems evident that the type of school (junior, six-year, or senior high) is more influential in determining how to teach study habits than is the size of school.

Table 7. Numbers and Percentages of Schools Using Certain Techniques or Classroom Procedures in Improving Study Habits, Distributed According to Size of School.

Procedures	Enrollment Groups					
	I 0-300		II 301-750		III 751-over	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Supervised Study.....	26	72	29	63	18	50
Regular Class Work.....	22	61	27	59	23	64
Individual Remedial Work..	16	44	28	61	16	44
Homeroom Programs.....	10	28	21	46	12	33
Extra Period.....	12	33	14	30	9	25
Remedial-Reading Classes..	8	22	13	28	7	19
How-to-Study Classes.....	4	11	6	13	5	13
Divided Periods.....	4	11	3	7	0	0
Total Replies	36		46		36	

The first part of the report is a summary of the work done during the year. It is followed by a detailed account of the work done in each of the four main areas of research. The first of these is the study of the properties of the new material. The second is the study of the properties of the new material. The third is the study of the properties of the new material. The fourth is the study of the properties of the new material.

TABLE I			
Properties of the new material			
1	2	3	4
10	15	20	25
30	35	40	45
50	55	60	65
70	75	80	85
90	95	100	105
110	115	120	125
130	135	140	145
150	155	160	165
170	175	180	185
190	195	200	205
210	215	220	225
230	235	240	245
250	255	260	265
270	275	280	285
290	295	300	305
310	315	320	325
330	335	340	345
350	355	360	365
370	375	380	385
390	395	400	405
410	415	420	425
430	435	440	445
450	455	460	465
470	475	480	485
490	495	500	505
510	515	520	525
530	535	540	545
550	555	560	565
570	575	580	585
590	595	600	605
610	615	620	625
630	635	640	645
650	655	660	665
670	675	680	685
690	695	700	705
710	715	720	725
730	735	740	745
750	755	760	765
770	775	780	785
790	795	800	805
810	815	820	825
830	835	840	845
850	855	860	865
870	875	880	885
890	895	900	905
910	915	920	925
930	935	940	945
950	955	960	965
970	975	980	985
990	995	1000	1005

Coordination of How-to-Study

Programs

Eighty-one schools, or about four-fifths of those which try to improve study habits, claim to have some means of coordinating study-habits teaching. In the remainder of the schools, the amount and methods of study-habits teaching are apparently dependent upon each individual teacher.

All teachers should know what methods and ideas are used by other teachers in the school in order that the program may function smoothly and with unanimity of action.

In nine-tenths (column 3, Table 8) of the schools which have programs to improve study habits, it is a duty of the principal to promote cooperative action by the teachers. In about a fourth (column 3, Table 8) of the schools, committees of teachers are responsible for the coordination of study-habits teaching. Other coordinators mentioned by respondents are: vice-principal, director of guidance, head of department, supervisor of secondary education, teacher of remedial reading, and class counselor.

The task of coordinating various programs, such as that of improving study habits, undoubtedly belongs to the principal and his assistants. The remainder of the staff in any school should cooperate with the administrators in well-defined ways. Quite often it is wise to follow the practice of having one or more teachers concentrate on specific

Coordination of Study-Habit Programs

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problems, and to make the results of their efforts available to the rest of the staff. This procedure provides results that cannot be reached by the busy administrator alone, and eliminates much duplication of effort.

Table 8. Numbers and Percentages of Schools in which Certain Persons Are Responsible for Coordinating the Program of Study-Habits Teaching.

Title of Coordinator	Number	Per Cent*
(1)	(2)	(3)
Principal.....	74	91
Committee of Teachers.....	18	24
Miscellaneous Officials Other Than Principal.....	16	20

*Based on ninety-nine schools having programs to improve study habits.

Time Allowed for the Teaching of Study Habits

Less than half of the respondents indicated that teachers are allowed time in the school day to devote to the improvement of study habits. More junior high schools than senior high schools allow time for this purpose (column 3, Table 9).

The fact that junior high schools make considerable use of supervised study, individual remedial work, home-room programs, remedial-reading classes, how-to-study classes, and divided periods probably helps to explain

problems, and to make the results of their efforts available to the rest of the staff. This procedure provides results that cannot be reached by the busy administrator alone, and eliminates such duplication of effort.

Table 8. Numbers and Percentages of Schools in which Certain Persons are Responsible for Coordinating the Program of Study-Habit Teaching.

Title of Coordinator		
(1)	(2)	(3)
Principal.....	74	81
Committee of Teachers.....	18	24
Assistant Principals.....	12	30

*Based on ninety-nine schools having programs to improve study habits.

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their tendency to allow in-school time for improving study habits.

Table 9. Numbers and Percentages of Schools in which Time Is Allowed for the Specific Purpose of Teaching Study Habits, Distributed According to Type of School.

	Number	Per Cent
(1)	(2)	(3)
Junior High Schools (31).....	19	61
Six-year High Schools (27).....	11	41
Senior High Schools (38).....	11	28
Totals (96)	41	43

It should be noted that time devoted to study-habits teaching per se does not insure a good program. Programs in which all study-habits instruction is a part of regular-class work are often better than some plans for the direct teaching of study habits.

The size of school apparently has no bearing on the amount of time devoted to the teaching of study habits (column 3, Table 10). It would be expected that more teacher-time would be available for such purposes in larger schools. Most of the large schools in this investigation are senior high schools where there is less emphasis on study-habits teaching than there is in junior high schools, a fact which may cause the apparent tendency toward an even distribution in Table 10.

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Table 9. Numbers and Percentages of Schools in Which Time Is Allowed for the Specific Purpose of Teaching Study Habits, Distributed According to Type of School.

	Number	Per Cent
(1)	(2)	(3)
Junior High Schools (51).....	12	24
Six-year High Schools (27).....	11	41
Senior High Schools (38).....	11	29
Totals (116)	41	35

It should be noted that time devoted to study-habits teaching may or may not insure a good program. Programs in which all study-habits instruction is a part of regular class work are often better than some plans for the direct teaching of study habits.

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Table 10. Numbers and Percentages of Schools in which Time Is Allowed for the Specific Purpose of Teaching Study Habits, Distributed According to Size of School.

Enrollment Group	Number	Per Cent
(1)	(2)	(3)
I (0-300 Pupils).....	12	39
II (301-750 Pupils).....	18	46
III (751 Pupils and Over).....	11	42
Totals	41	43

Time of Day in which Study-Habits

Training Is Given

Most study-habits training is given during regular classes. Approximately two-thirds of the respondents (column 9, Table 11) reported this practice. About two-fifths of the schools represented (column 9, Table 11) reported that they employ no set time for study-habits training. Such a procedure is a wise one, if each teacher attends to such matters faithfully. If teachers are prone to overlook study-habits faults as they appear, it is better to arrange a set time for such work. About a third of the schools reported that study-habits training is given after school occasionally. Here again, it may often be wise to have a set time for study-habits teaching unless teachers are alert to remedy faults promptly. The teaching of study habits in classes devoted especially to such work is found

Table 10. Numbers and percentages of schools in which time is allowed for the specific purpose of teaching study habits, distributed according to size of school.

Enrollment Group	Number	Per Cent
(1)	(2)	(3)
I (0-200 pupils).....	12	38
II (201-750 pupils).....	18	48
III (751 pupils and over).....	11	42
Totals	41	48

Time of Day in Which Study-Habits

Training Is Given

Most study-habits training is given during regular classes. Approximately two-thirds of the respondents (column 2, Table II) reported this practice. About two-fifths of the schools represented (column 3, Table II) reported that they employ no set time for study-habits training. Such a procedure is a wise one, if each teacher attends to such matters faithfully. If teachers are prone to overlook study-habits training as they spend, it is better to arrange a set time for such work. About a third of the schools reported that study-habits training is given after school occasionally. Here again, it may often be wise to have a set time for study-habits teaching unless teachers are alert to remedy faults promptly. The teaching of study habits in classes devoted especially to such work is found

Table 11. Numbers and Percentages of Schools in which Study-Habits Training Is Given at Various Times of Day, Distributed According to Type of School.

Time of Day	Junior High <u>a</u> / Schools		Six-year High <u>b</u> / Schools		Senior High <u>c</u> / Schools		Totals <u>d</u> / Schools	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
During Regular Classes.....	27	79	18	64	26	57	71	66
Whenever Occasion Arises.....	12	35	11	39	20	43	43	38
After School Occasionally.....	13	38	6	21	17	37	36	33
During Classes Devoted to Improving Study Habits.....	18	53	5	18	6	13	29	27
After School Once Each Week.....	5	15	4	14	8	17	17	16
After School Every Day.....	3	9	1	4	5	11	9	8
Other.....	5	15	6	21	4	9	15	14

a/ Thirty-four schools.

b/ Twenty-eight schools.

c/ Forty-six schools.

d/ 108 schools.

Table II. Numbers and percentages of schools in which Study-Habit Training is given at various times of day, distributed according to type of school.

Time of Day	Junior High Schools		Six-year High Schools		Senior High Schools		Totals	
	Num-Per Cent	(2)	Num-Per Cent	(4)	Num-Per Cent	(6)	Num-Per Cent	(8)
During regular classes.....	27	79	18	64	28	57	71	68
Whenever possible after school occasionally.....	18	55	11	39	20	43	43	38
During classes devoted to improving study habits.....	15	38	3	21	17	37	36	33
After school once each week.....	15	38	5	18	6	13	23	27
After school Every Day.....	5	15	4	14	8	17	17	16
Other.....	2	15	1	4	2	11	3	3
					4	8	13	14

a/ Thirty-four schools.
 b/ Twenty-eight schools.
 c/ Forty-six schools.
 d/ 103 schools.

more often in the junior high school than in either the senior or six-year high school. Homeroom programs, remedial-reading classes, and how-to-study classes are procedures in which teaching study-habits is a primary consideration. The junior high school has been shown to use each of these methods to a large extent (Table 6, p.44). About a sixth of the respondents reported that pupils needing training in study habits are detained after school once each week for remedial work, at least part of which has to do with training in better study habits. Less than a tenth of the respondents indicated that pupils in need of such training are kept after school every day for remedial work. The wisdom of this last device is questionable. If it is to accomplish its purpose, care must be taken to avoid building up a resentment against all study on the part of the pupil.

Other times of day mentioned by respondents were: (1) special conferences, (2) assembly lecture periods, (3) noon-time study periods, (4) special tutoring, and (5) elective study-club periods.

Evaluation of Study-Habits Teaching

by Respondents.

About eighty percent of the respondents replied to two questions which asked (1) whether or not they feel that some program for improving study habits is worthwhile, and

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Evaluation of Study-Habits Teaching

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About eighty percent of the respondents replied to

two questions which asked (1) whether or not they feel that

some program for improving study habits is worthwhile, and

(2) what they consider a worthwhile program to be. Nearly all of the replies were evidently the result of careful thought rather than of snap judgement. A few are so vague that they cannot be used here.

Of the usable answers, ninety-one indicated that a program for improving study habits is worthwhile, and three said that such a program has no place in the school.

The negative responses were qualified by further comment in all but one case. One senior-high-school principal feels that the business of study-habits teaching belongs in the lower-school levels.

The response made by Principal John J. Lynch of the H. B. Lawrence Junior High School in Holyoke is worth reproducing here. He says:

"A positive program universally used would be harmful. I prefer to leave teachers free to discover deficiencies, weaknesses, and limitations, and to correct them by individual or group method. Remedial work has wonderful assets if carried out judiciously and conscientiously. Too frequently it becomes an obsession and destroys its constructive value and not infrequently provides excuses for retardation and non-promotion. Remedial teaching cannot ever become effective or helpful unless you can discover the need and can apply a remedy, not too technical, but simple and practical....

"It would be much better to change children's programs in language and mathematics rather than to allow them to hunt aimlessly in the selected field.

"Let us make teaching so universally effective and interesting as to arouse personal interest and enthusiasm of the recipient pupils....

"Avoid too technical procedure. It carries too many ends and few remedies. Convalescent pupils need the sunlight of encouragement rather than the dark foreboding of tremendous work."

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"It would be much better to change children's programs in language and mathematics rather than to allow them to mindlessly in the selected field. Let us make learning an universally attractive and interesting as to arouse personal interest and enthusiasm of the talented pupils...."

"Avoid too technical programs. It strikes too many and few remedies. Concentrate pupils need the sunlight of encouragement rather than the dark tunneling of remedial work."

Mr. Lynch's warning is a timely one, not in disagreement with the ideas of many other principals. Obviously, if we lose sight of the aim of a program because of the mechanics of its operation, our accomplishments will be few. It should be emphasized that Mr. Lynch does not condemn the teaching of better study habits, but that he does protest against letting the program become more important than the pupil.

It is difficult to present a composite view of the suggestions made by the various principals because each suggested program involves the use of more than one procedure.

About a fourth of the respondents said that they feel the teaching of study habits to be important, but would not venture to suggest how to approach the problem.

Others suggested that the teachers must learn how to study, before we expect them to teach the pupils how to do so. There can be no doubt that many teachers either do not know how to study, or that they do not make any considerable attempt to impart such information to their pupils.

Coll, in his master's thesis, finds certain duties which should engage the attention of every teacher. He says:^{1/}

"The teacher's function in guided learning is 'to discover the driving interests of the pupil and

1/ John J. Coll. Op. cit. p. 83-84.

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Coll, in his master's thesis, finds certain factors which should engage the attention of every teacher. He says:

"The teacher's function in guided learning is to discover the living interests of the pupil and

to direct them into proper channels' in order to arouse and maintain interest in their study procedure.

"It is the duty of the teacher to analyze the nature of the subject matter as a guide in careful selection and organization of subject materials that will afford a challenge to pupils' thinking and response.

"The teacher should anticipate difficulties in interpretation of the assignment by the pupil, clarify obscure meanings, and define specific directions.

"It is the function of the teacher to formulate effective procedures for learning and to give definite instruction in methods of studying that will eventuate in actual practice under her direction, as a classroom activity."

It should be the duty of any principal to tactfully remedy any defect in this matter if it exists in his school. Good how-to-study references should be placed at the disposal of the teachers and any advancements made by one teacher should be made known to the others.

About a fifth of the respondents indicated that the teaching of study habits should be incidental to regular classes. In general, the attitude of these principals is that the approach to the problem in the classroom relates the teaching of how to meet each study situation directly to the situation itself. They feel that, if the how-to-study course is to be used, it should be brief and that it should be supplemented by continued instruction in actual study situations.

About an eighth of the respondents feel that supervised study is the major weapon in attacking the problem of study habits. Nearly all of these would supplement supervision of study by some other device such as: group

instruction in how to study, reference books regarding how to study, pupil-teacher conferences, and after-school work for failing pupils.

Slightly less than ten per cent of the respondents indicated that there are practical factors having to do with physical or financial limitations which hinder the improvement of study habits. About half of these replied that their progress was limited, but that some results are obtained by making the best of a poor situation. Others indicated that lack of finances or heavy teacher-loads make any training in improved study habits impossible.

People will agree that the busy teacher should not be overburdened with unnecessary work, and that the taxpayer should not be overburdened with needless expenditures. However, it does seem that without great expenditures of energy or money pupils might be helped toward more effective study procedures in all but the most difficult financial situations. It cannot be expected that how-to-study classes, remedial-reading classes, individual remedial work, or extra periods would be practical in some situations, but the pupil's load (and consequently the teacher's) can be lightened to some extent by the use of some supervision of study together with attention to good habits of study within regular classes.

Six respondents advocate the use of a divided-period

instruction is now to study, reference books regarding how to study, pupil-teacher conferences, and after-school work for limited pupils.

Although less than ten per cent of the respondents indicated that there are physical factors having to do with physical or chemical limitations which hinder the improvement of study habits, about half of those reported that their progress was limited, but that some results are obtained by working the best of a poor situation. Others indicated that lack of finances or heavy lesson loads make any striving for improved study habits impossible. People will agree that the busy teacher should not be overburdened with unnecessary work, and that the program should not be overburdened with needless expenditures.

However, it does seem that without great expenditure of energy or money pupils might be helped toward more effective study procedures in all but the most difficult situations. It cannot be expected that new-to-study classes, remedial-reading classes, individual remedial work, or extra periods would be essential in some situations, but the pupil's fund (and consequently the teacher's) can be applied to some extent by the use of some supervision of study programs with attention to good habits of study which in regular classes.

Six respondents revealed the use of a divided-period

plan. Recommended as being good supplements for this plan are: remedial classes for poor pupils, a seventh-grade course in how to study, and the elimination of homework in grades seven and eight.

Five principals, whose schools all contain over 300 pupils, feel that the how-to-study program should be the business of guidance teachers. There is no doubt that such a plan can work well where there is a guidance staff, but it is limited in its applicability in small schools and in schools where the teachers' load is heavy.

Four respondents said that teaching how to study should be a matter for individual instruction only. There is doubtlessly a great deal of value in the use of individual instruction in this respect, but to rely entirely on such an attack seems wasteful of the teachers' time. Much can be and should be accomplished through the teaching of study habits to whole groups, particularly in regular classroom work.

Other devices suggested by respondents are: a short how-to-study course, a how-to-study unit within an English course, a "floating" teacher, voluntary help classes, orientation classes, and a weekly after-school period.

Three respondents suggested ideas which seem to be of questionable value if not definitely harmful.

One large high school makes use of a supervised-study room in which special attention is given to pupils of low

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One large high school makes use of a supervised-study room in which special attention is given to pupils of the

ability. This room has come to be known among the pupils as the "dummy room". The plan of special help may be of value, but if such a title attaches itself to any plan, definite harm will probably result. The pupil who finds himself subjected to the ridicule of his fellows will hardly be a cooperative one. On the contrary he will almost invariably build up an antagonism toward the device which causes him to be regarded as inferior. If he is in need of more efficient habits of study he needs encouragement, or he will not be receptive to efforts made to help him.

A junior-high-school principal suggests a plan of "concentration each week on some worthwhile study habit". The only possible recommendation for such a plan is that it makes for ease of administration. It may be better than no plan at all, but even that is doubtful. Concentration on study habits one at a time will not meet the needs or the interests of the children. The pupil should not learn one habit at a time. It would be better for him to begin with a broad overview of good study habits, and learn their applications in concrete situations as these situations appear in the natural course of his school work.

One senior high school provides a how-to-study unit for seniors in the college course. This plan is not necessarily harmful, but there seems to be no reason for this grade or course placement of such instruction. If these pupils are in need of study-habits training before

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The senior high school provides a now-to-study unit for students in the college course. This plan is not necessarily harmful, but there seems to be no reason for this grade or course placement of such instruction. If these pupils are in need of study-habit training before

they enter college, then they and other pupils are equally in need of it when they enter high school. A better foundation for work habits in college could be laid for these pupils if they were given appropriate training throughout their high school careers. The value of their study-habits training would then help them during the time they spend in high school as well as when they reach college. It is also apparent that any study habits taught in a brief senior-year how-to-study unit will be almost entirely forgotten in the eventful interim between the teaching of the unit and the beginning of work at the college level.

Materials Used by

Respondents

In order that material in the field of study habits may be of maximum value, it should be made readily available to teachers and pupils. It should, therefore, be brief and easily applicable to the tasks most often met by the pupil. If we are to provide such easily available material there seem to be three major agencies through which the pupil may be reached. These are: (1) the pupil himself, (2) the teacher, and (3) the parent.

Respondents were asked to indicate whether the administrators of the school supply study-habits information to teachers and parents. In a fifth of the schools, such information is supplied to teachers, and in less than a

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tenth of the schools it is given to parents.

If such materials are supplied by the administration, the teacher will more likely have them on hand. It is probable that, if the gathering of the materials is done by an individual or committee of teachers for distribution to other teachers, the results will be more reliable and certainly more uniform. If each teacher is expected to provide all of her own material, much energy will be wasted. Each teacher should of course do some reading in connection with study-habits teaching, and should be interested in developing those study habits that are of most value in her own subject fields. The school administrator can help here by providing reference materials and educational texts dealing with study habits.

The sending of good study-habits information to the parents of pupils having difficulty in school work may often be beneficial. Quite frequently parents who desire to help pupils will be able to cooperate more effectively with the school if such information is given to them.

Respondents were asked to indicate whether they use mimeographed material, how-to-study pamphlets, how-to-study texts, or some other materials, to assist pupils in improving study habits. Approximately three-fifths of all secondary schools use some sort of material (column 9, Table 12).

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Table 12. Numbers and Percentages of Schools Using Certain Types of Material in Improving Study-Habits, Distributed According to Type of School.

Kind of Material	Junior High Schools		Six-year High Schools		Senior High Schools		Totals	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Mimeographed...	17	44	9	30	16	29	42	34
Printed.....	6	15	7	23	9	16	22	18
How-to-Study								
Text.....	2	5	4	13	10	18	16	13
Other.....	7	18	10	33	8	14	25	20
None.....	15	38	12	40	23	41	50	40
All Materials..	24	62	18	60	33	59	75	60

About a third of the material used is mimeographed or otherwise duplicated. Such material usually consists of bulletins containing information regarding how to study. Usually the material is generalized. Sometimes it applies to how to study a certain subject or some given topic within that subject.

Often long assignments together with suggestions as to their efficient accomplishment are made in mimeographed form. These assignment sheets, if well-made, should be of inestimable value to the students. Their use enables the pupil to proceed at his own rate, especially if the assignments are differentiated for varying abilities, and they insure every pupil's getting the assignment correctly and in full. Assignments given orally by the teacher are

Table 12. Numbers and Percentages of Schools Using Various Types of Material in Improving Study-Habits Distributed According to Type of School.

Kind of Material	Junior High Schools		Six-year High Schools		Senior High Schools		Totals	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Miscellaneous.....	12	44	3	33	18	39	42	34
Printed.....	6	15	7	33	9	16	22	18
How-to-study.....	5	2	4	13	10	18	16	13
Text.....	7	18	10	33	8	14	26	20
Other.....	13	38	18	40	23	41	50	40
None.....	24	58	18	80	23	39	75	60

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often not heard, or misunderstood.

Several schools capitalize on the handbook, a small printed or mimeographed booklet, containing general information, rules, and data regarding the school. These handbooks frequently contain brief rules of good study habits. There is a danger that the section dealing with study habits will be so situated within the booklet that it will not come forcibly to the attention of the pupils. If teachers foster the application of the rules in daily work, and refer to them often, it is likely that the pupils will better their study habits through the use of the handbook. If teachers neglect the rules, the pupils will probably follow their example.

Respondents were urged to submit with their questionnaire replies, examples of the materials they use in improving study habits (see Appendix, p.99ff).

Seven respondents sent brief sets of rules on how to study. One of these, sent by Principal Harold L. Fenner of the Worcester Classical High School, is on gummed paper so that it may be pasted inside the cover of each textbook. It is hoped by this means to bring the study rules frequently to the attention of the pupils.

The English High School of Boston, through the courtesy of Mr. Hogan, head of the French Department, sent a sixty-three page booklet which discusses in detail the ways of studying **sixteen** subjects, namely: English,

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history, economics, latin, modern languages, mathematics, general science, physics, chemistry, bookkeeping, commercial law, commercial geography, shorthand, history of commerce, maps, and drawing. Such a treatment of study habits in the hands of pupils and teachers should make the problem of teaching good study habits relatively easy.

A letter to the parents of failing pupils stating the apparent reasons for failure and making suggestions as to improvement is used by some schools. Such material must be diplomatic and tactful in the extreme. Care should be taken not to arouse the ire of the recipients against the pupil or the school. The tone of the letter should be one of help, not blame, for the pupil. Discipline in a case of failure should be the last resort, and motivation the first. If possible, the letter should precede the event of failure sufficiently to allow the pupil to raise his marks before report-card time. An example of this sort of material can be found in the Appendix, p. 98 .

Less than a fifth of the respondents indicated that their schools supply study-habits information to parents. Three of the twenty schools that reported this practice send such information home irregularly. One principal ^{1/} reported that how-to-study helps are published in the local paper of his community, and another ^{2/} mentions the

^{1/} Principal Philip L. Garland, Attleboro High School.

^{2/} Principal Henry B. Burkland, Bates School, Middleboro.

history, economics, Latin, modern languages, mathematics, general science, physics, chemistry, bookkeeping, commercial law, commercial geography, shorthand, history of commerce, maps, and drawing. Such a treatment of study habits in the hands of pupils and teachers would make the problem of teaching good study habits relatively easy.

A letter to the parents of failing pupils stating the important reasons for failure and making suggestions as to improvement is used by some schools. Such material must be diagnostic and helpful in the extreme. Care should be taken not to arouse the pride of the pupils with regard to their work in the school. The tone of the letter should be one of help, not blame, for the child. Discipline in a case of failure should be the last resort, and motivation the first. If possible, the letter should precede the event of failure sufficiently to allow the pupil to raise his standards before report-card time. An example of this sort of material can be found in the Appendix, p. 98.

Less than a fifth of the respondents indicated that their schools supply study-habit information to parents. Three of the twenty schools that reported this practice send such information three times a year. The principals reported that now-obsolete habits are mentioned in the local paper of the community, and another mentions the

use of parent-teacher meetings as a means of acquainting parents with good study habits. Both of these methods are helpful, but they should not be allowed to supplant a more systematic distribution of such information to the parents of children most in need of help.

A vivid way of showing the reasons for failure was sent in by Mr. Hogan of the Boston English High School. This device is a graphical representation of the reasons for failures as given by teachers and pupils. A copy can be found in the Appendix, p.118. Teachers and pupils are, for the most part, in agreement as to what causes pupils to fail. Lack of study is said to account for about half of the failures. The other reasons, in order of frequency, are: lack of ability, lack of preparation, lack of interest, and absence. Miscellaneous unclassified reasons are blamed for less than a fifth of the failures.

Among the materials named by respondents were found how-to-study texts and pamphlets, remedial-reading texts, and professional books and articles. Six of the best of these references are reviewed below.

Among the materials mentioned by principals as forming a part of their programs for improving study habits are three educational texts. These texts are intended by the administrators as references for teacher use.

One of the references recommended by a principal is Bossing's Progressive Methods of Teaching in Secondary

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Schools. Bossing's discussion of supervised study is comprehensive and well balanced, although it includes some material properly related to remedial reading, which, strictly speaking is outside the scope of this paper. By way of definition Bossing calls supervised study, "the direction of the student in the best techniques of efficient study; and the mastery by the pupil of the effective use of these techniques, specifically applied, while he studies advanced assignments in the classroom under the guidance of the teacher."^{1/}

Bossing lists six administrative plans to facilitate supervised study. These plans are: the double-period plan, the divided-period plan, the daily extra-period plan, the library-study plan, the flexible divided period, and the flexible supervised-study plan. The double-period plan would utilize two consecutive periods for each subject, one period for recitation and another for supervised study. Such a plan is very similar to the divided period which provides recitation and study within one period, usually sixty minutes in length. The daily extra-period plan provides extra supervised study, particularly for failing pupils. The library-study-period plan is intended for use in large schools where teachers of different fields

^{1/} Nelson L. Bossing. Progressive Methods of Teaching in Secondary Schools. Cambridge, Massachusetts, The Houghton Mifflin Company, 1935. p. 530.

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can be simultaneously available to assist pupils working in a large library-study hall. The flexible divided period varies from the divided period only in that the class time is not arbitrarily divided between recitation and study. The flexible supervised-study plan provides, within long units of work, whole periods or more devoted to study of lengthy assignments.^{1/}

The remainder of Bossing's reference to supervised study is devoted to consideration of particular rules for achieving proper study habits. Let it suffice to say that any teacher desiring to improve study habits would do well to read Bossing's recommendations.

Freeman's How Children Learn ^{2/} is an educational psychology text. It is one of the widely used Riverside Textbooks in Education. Freeman goes beyond the basic concepts of how children learn and offers many practical suggestions as to the application in the classroom of the laws and phenomena of the ways in which children learn. Nearly all teachers have had experience with some text in educational psychology. This one is very readable and would be worth perusal or more serious study by teachers not acquainted with such material, or those who desire to

^{1/} Ibid. p. 536-539.

^{2/} Frank N. Freeman. How Children Learn. Cambridge, Massachusetts, Houghton Mifflin Company, 1917. xiv - 322 p.

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How Children Learn, p. 235-236.

By Frank E. Hoxstang. How Children Learn. Riverside, New York: Riverside Publishing Company, 1917. xiv + 322 p.

review this basic subject. Certainly no one should attempt teaching without some information in the field of the psychology of learning.

Another teacher-reference suggested is the discussion of supervised study in Morrison's Practice of Teaching in the Secondary School.^{1/} This reference, although it is very much worthwhile, seems to possess slightly less utility than that of Bossing. Morrison presents his own views on the subject, while Bossing is concerned with giving attention to several plans and techniques. With the exception of some particulars regarding reading skills, Morrison's chief contribution is a noteworthy summary of the factors necessary to successful study. These factors he says are motives, objectives, tools, and materials.^{2/} Of these, tools and materials are considered the major concerns of supervised study. Tools of study are considered by Morrison to be reading, handwriting, application of mathematical concepts and processes, the use of graphical representation, and the effective use of English writing. As materials he classes books, guide sheets, laboratory exercises, notebooks, and the correct physical arrangement of the classroom and its furnishings. Al-

^{1/} Henry C. Morrison. The Practice of Teaching in the Secondary School. Chicago, The University of Chicago Press, 1926. p. 270-292.

^{2/} Op. cit. p. 271.

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IV. Henry C. Morrison, The Practice of Teaching in the
Secondary School. Chicago, The University of Chicago Press,
1932. P. 230-232.

3. Op. cit. p. 231.

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Many helpful techniques are described in a book suggested by one principal. This book, Self-Measurement Projects in Group Guidance ^{1/} by Richard D. Allen, is devoted to providing tests to aid the pupil in discovering his own shortcomings and abilities. The general fields covered are skill subjects and background, secondary-school subjects, interests information and abilities, special abilities and aptitudes, and personality and adjustments. An interesting example is the Ruggles Distraction Test which, as described by Allen, should point out to the pupil the value of concentration in studying.^{2/} Allen's book should be of much assistance to the busy homeroom or guidance teacher.

Learning How to Learn ^{3/} is partly a how-to-study text and partly a remedial-reading text. There are many exercises intended to improve reading speed, compre-

^{1/} Richard D. Allen. Self-Measurement Projects in Group Guidance. New York, Inor Publishing Company, 1934.

^{2/} Ibid p. 230-233.

^{3/} Walter B. Pitkin, Harold C. Newton, Olive P. Langham. Learning How to Learn. New York, McGraw-Hill Book Company, 1935. viii - 194 p.

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2/ Ibid p. 220-221.

3/ Walter D. Hixson, Harold E. Nelson, Olive E. Langham. Learning How to Learn. New York, McGraw-Hill Book Company, 1935. viii + 194 p.

hension, and concentration. Much of the theory of learning is explained to the pupil. The rules and conditions of good study habits are clearly explained and provisions made for practicing their use. One chapter is devoted to guidance, that is, to an analysis of pupil interests. The text is intended for use in high school. Its typographical arrangement seems somewhat complex for use in grades seven and eight, and its style is apparently too elementary for use in the upper grades of high school. Grade nine might well be a good place for its use. Many teachers attacking the dual problem of remedial reading and study habits might prefer a straight remedial-reading text used in combination with a shorter treatment of study habits.

Measuring the Success of a Study-Habits Program

Of ninety-four schools replying to an item asking whether they attempt to measure the improvement of study habits, only about a fifth gave an affirmative answer. Several respondents asked how this measurement might be accomplished.

The most accurate way of measuring the results of study-habits teaching is through an equated-group experiment. This technique compares the achievements of similar groups of pupils, one group receiving study-habits training, and the other not given such training. The procedure

habits, and concentration. Each of the theory of learning is explained to the pupil. The rules and conditions of good study habits are clearly explained and provisions made for practicing their use. One chapter is devoted to guidance, that is, to an analysis of pupil interests. The text is intended for use in high school. Its typographical arrangement seems somewhat complex for use in grades seven and eight, and its style is apparently too elementary for use in the upper grades of high school. Grade nine might well be a good place for its use. Many teachers attaching the dual problem of remedial reading and study habits might prefer a somewhat remedial-reading text used in combination with a shorter treatment of study habits.

Measuring the Success of a

Study-Habits Program

Of ninety-four schools replying to an item asking whether they attempt to measure the improvement of study habits, only about a fifth gave an affirmative answer. Several respondents asked how this measurement might be accomplished.

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is slow and difficult but, if it is done carefully, it can be accurate. Such experiments require trained workers who are not found in every secondary school.

If facilities and time for equated-group measurement are not available in a given school, some other method of measuring must be used. The opinion of experienced teachers is not to be disregarded. While this technique is not as objective or accurate as the group-measurement plan, it can do a great deal toward revealing whether or not improved study habits have been brought about, especially in the case of an individual pupil. The teacher can, by careful scrutiny of a pupil's difficulties, often discover whether or not increased training in study habits will help that pupil. Only careful consideration of each case can be valuable; snap judgements are obviously useless.

The comparison of a pupil's past record with his record after he receives study-habits training can be indicative of the success of the study-habits program. This plan is not extremely reliable, but if used in conjunction with the careful opinions of teachers, it may be helpful.

The study-habits questionnaire is another useful aid in measuring the success of study-habits teaching. The probability that pupils will reply to the questionnaire in terms of what they should do rather than what they actually do, must be remembered in making use of this device. The truthfulness of answers can be increased if pupils are

is also and difficult, but, if it is done carefully, it can be accurate. Such experiments require trained workers who are not found in every secondary school.

If facilities and time for repeated-group measurement are not available in a given school, some other method of measuring must be used. The analysis of experimental

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asked not to sign the questionnaires. The study-habits questionnaire is useful as a teaching device, because it calls the attention of pupils to the best methods of study.

In the field of remedial reading, tests intended to measure improvement of reading rate and comprehension should give some indication of improvement in study-habits. These tests cannot measure all aspects of good study habits. Such matters as planning study time, using reviews, checking work, using an assignment book, and working steadily, can be discovered through observation. The learning of outlining can be measured by use of tests that require the pupils to make outlines. Outlines in pupils' notebooks can be checked and improvements noted.

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In the field of remedial testing, tests intended to

measure improvement of reading rate and comprehension should give some indication of improvement in study-habits. These tests cannot measure all aspects of good study habits. Such matters as changing study time, using reviews, checking work, using an assignment book, and working neatly,

can be discovered through observation. The testing of outlining can be measured by use of tests that require the

pupils to make outlines. Outlines in pupils' notebooks

can be checked and improvements noted.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Leaders in the field of study-habits and the results of experiments offer considerable evidence in favor of the teaching of better study habits in secondary schools.

2. About four-fifths of the secondary schools in Massachusetts are making some attempts to improve the study habits of pupils.

3. Nearly all school administrators favor the use of some program whereby study habits can be improved. About a fourth of them have no definite idea as to what this program should be.

4. Many secondary-school administrators are trying to improve their programs for teaching study habits.

5. The three most-used procedures for improving study habits are: (1) supervised study, (2) instruction during regular classes, and (3) individual remedial work. The homeroom program is a much-used procedure in junior high schools. How-to-study courses appear in only slightly more than ten per cent of the secondary schools.

6. Most study-habits teaching is done during the

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3. Nearly all school administrators favor the use of some program whereby study habits can be improved. About a fourth of them have no definite ideas as to what this program should be.
4. Many secondary-school administrators are trying to improve their programs for teaching study habits.
5. The three most-used procedures for improving study habits are: (1) abstract study, (2) instruction during regular classes, and (3) individual remedial work. The homework program is a much-used procedure in junior high schools. Now-to-study courses appear in only slightly more than ten per cent of the secondary schools.
6. Best study-habit teaching is done during the

regular school day, although less than half of the respondents indicated that time is provided within their schedules for the specific purpose of improving study habits.

7. Classes devoted to improving study habits are found more often in junior than in senior high schools.

8. Emphasis on study-habits teaching is found more often in grades seven, eight, and nine than in grades ten, eleven, and twelve. This is true of secondary schools as a whole and of six-year high schools. More use is made of supervised study in grades seven, eight, and nine than in grades ten, eleven, and twelve.

9. The size of schools does not appear to affect the extent to which, or means by which, study-habits teaching is done.

10. Where pupils are selected for study-habits training, the most-used criteria for selecting these pupils are classes and scholastic standing.

11. Study-habits training is given in English classes more than in any other school subject.

12. In a fifth of the schools reporting, information regarding good study habits is supplied to the teachers, and in about a tenth of these schools, such information is given to parents.

13. Mimeographed material is more widely used to supply study-habits information to teachers, pupils, and

parents than any other kind of material. Lists of good study habits and assignment sheets are the most common forms of mimeographed material.

Recommendations

1. Knowledge of what constitutes good study habits must be supplemented by directed practice in the use of these habits. The indirect method of teaching study habits seems superior to the direct method. The use of a how-to-study course of any extended duration is apparently of little value.

2. Any program or action undertaken for the purpose of improving study habits should rest on diagnostic testing. The study-habits questionnaire may be of some value here, but it should be supplemented by remedial-reading tests and careful scrutiny of the pupil's past record. Any pupil, whose school marks are appreciably lower than his intelligence quotient seems to justify, should be given training in better study habits.

3. Every teacher should be alert to capitalize on opportunities to improve study habits as these opportunities arise during the work of the school day.

4. A wealth of material has been published to aid in teaching good study habits. Study-habits information should be made readily available to pupils, teachers, and parents. Such information may be found in: (1) educational

parents than any other kind of material. It is of good study habits and assignment sheets are the most common form of misinterpreted material.

Recommendations

1. Knowledge of what constitutes good study habits must be supplemented by directed practice in the use of these habits. The indirect method of teaching study habits seems superior to the direct method. The use of a non-study course of any extended duration is especially of little value.

2. Any program of action designed for the purpose of improving study habits should rest on the basis of the study-habit questionnaire and be of some type new, but it should be supplemented by remedial-teaching tests and practical training of the pupils' past record. Any pupil, whose school work is appreciably lower than his intelligence quotient seems to justify, should be given training in better study habits.

3. Every class should be given the opportunity to improve study habits on these opportunities arise during the work of the school day.

4. A wealth of material has been published to aid in teaching good study habits. Study-habit information should be made readily available to pupils, teachers, and parents. Such information may be found in: (1) educational

texts, (2) educational periodicals, (3) how-to-study texts and pamphlets, and (4) mimeographed or printed materials derived from such texts or periodicals.

5. It should be the duty of the secondary-school principal, with the assistance of teachers, to coordinate plans for improving study habits used by his various teachers. He should be active in providing study-habits information for teachers and parents.

6. All teachers should make full use of the assignment as an aid to the improvement of study habits. Assignments should include not only what to study, but also how to do so. Mimeographed assignment sheets covering comparatively large units, and taking individual differences into account should be used. Care must be taken that these assignment sheets are the result of conscientious effort, or they will be worthless.

7. Pupils should not be detained beyond the regular school day for the purpose of training in better study habits, unless it is absolutely necessary. Disciplinary action should be used to stimulate better study habits only after all other methods have failed.

8. Junior-high-school administrators should consider the advantages and disadvantages of the divided-period plan. This plan provides supervised study by the subject teacher, during each meeting of her classes. This plan has a psychological advantage, since the pupils work on

texts, (2) educational periodicals, (3) new-to-day texts and pamphlets, and (4) microphotographs on printed materials derived from such texts or periodicals.

5. It should be the duty of the secondary-school principal, with the assistance of teachers, to coordinate plans for improving study habits used by his various teachers. He should be active in providing study-habit information for teachers and parents.

6. All teachers should make full use of the study-habit material as an aid to the improvement of study habits. All assignments should include not only what to study, but also how to do so. Microphotographed assignment sheets covering comparatively large units, and listing individual differences from account should be used. Care must be taken that these assignment sheets are the result of conscientious effort, or they will be worthless.

7. Goals should not be defined beyond the regular school day for the purpose of training in useful study habits, unless it is absolutely necessary. Study-habit action should be used to eliminate better study habits only after all other methods have failed.

8. Junior-high-school administrators should consider the advantages and disadvantages of the district-plan plan. This plan involves maintaining study by the school teacher, during each meeting of her class. This plan has a psychological advantage, since the pupils work on

each assignment shortly after it is given to them.

9. Advantage should be taken of the opportunity to introduce basic training in study skills through remedial-reading classes.

10. Supervised study should connote an earnest attempt to aid pupils in efficiently accomplishing their assigned work, and to promote learning as opposed to the routine doing of tasks. Supervision of study should be present in all grades of the secondary school, but with decreasing emphasis as the pupil matures.

11. The degree of success of any program for improving study habits should be measured with a view toward improving the techniques used. Such measurement can be made through: (1) an equated-group technique, (2) careful teacher-opinion, (3) study of the pupil's record, (4) the study-habits questionnaire, and (5) careful observation and testing in outlining, notetaking, and reading ability.

each assignment carefully after it is given to them.

9. Advantage should be taken of the opportunity to introduce basic training in study skills through remedial-reading classes.

10. Supervised study should continue as a normal at-

tempt to aid pupils in efficiently accomplishing their assigned work, and to promote learning as opposed to the routine doing of tests. Supervision of study should be present in all grades of the secondary school, but with decreasing emphasis as the pupil matures.

11. The degree of success of any program for improving

study habits should be measured with a view toward improving the techniques used. Such measurement can be made

through: (1) an expert-group technique, (2) careful

teacher-opinion, (3) study of the pupil's record, (4)

the study-habit questionnaire, and (5) careful observation and testing in outlining, note-taking, and reading ability.

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November 29, 1938

Mr. ...

...

...

Dear Sir:

The following check list has been developed for the purpose of discovering what methods are being used to improve the study habits of secondary school pupils.

APPENDIX

The check list can be filled out in from ten to twenty minutes and is accompanied by a self-addressed stamped envelope for your convenience in replying. I shall be glad to reimburse you for postage on any pertinent printed or mimeographed material bearing on the problem which you may wish to send to me under separate cover. Full credit will be given for any such material quoted by me.

Should you care for a copy of the findings of this investigation, I shall be glad to forward it to you at the earliest possible date.

Very truly yours,

W. H. ...

...

GORDON A. FITZPATRICK

APPENDIX

Page 1

CHECK LIST MEASURING THE IMPROVEMENT OF STUDY HABITS

1. Name of person replying 2. Official position

3. Name of School November 29, 1938

4. Enroll Mr.....

.....

Grade Enrollment Grade Enrollment

Dear Sir:

The following check list has been organized for the purpose of discovering what methods are now being used to improve the study habits of secondary school pupils.

The check list can be filled out in from ten to twenty minutes and is accompanied by a self-addressed stamped envelope for your convenience in replying. I shall be glad to reimburse you for postage on any pertinent printed or mimeographed material bearing on the problem which you may care to send to me under separate cover. Full credit will be given for any such material quoted by me.

Should you care for a copy of the findings of this investigation, I shall be glad to forward it to you at the earliest possible date.

Very truly yours

GHF/M
Enc.2

GORDON H. FITZPATRICK

November 29, 1933

Mr. ...
...
...

Dear Sir:

The following check list has been prepared for the purpose of discovering what methods are now being used to improve the study habits of secondary school pupils.

The check list can be filled out in from ten to twenty minutes and is accompanied by a self-addressed stamped envelope for your convenience in replying. I shall be glad to reimburse you for postage on any pertinent printed or mimeographed material bearing on the problem which you may care to send to me and a report will be given for any such material quoted by me.

Should you care for a copy of the findings of this investigation, I shall be glad to forward it to you at the earliest possible date.

Very truly yours

William H. Kilpatrick

Enc. 2

CHECK LIST REGARDING THE IMPROVEMENT OF STUDY HABITS

1. Name of person reporting 2. Official position

3. Name of School 4. City

5. Enrollment

Grade	Enrollment	Grade	Enrollment
7	_____	10	_____
8	_____	11	_____
9	_____	12	_____

I. METHODS EMPLOYED IN IMPROVING STUDY HABITS OF PUPILS

A. Pupils Who Receive Training in Improved Study Habits.

1. Does your school have a program for improving the study habits of all pupils? (Please encircle Yes if your school has such a program or No if your school does not have such a program. i.e. Yes No would indicate that your school has such a program.) Yes. No.
2. If the response to question 1 is No, does your school have program for improving the study habits of some pupils? (Please encircle Yes or No as in question 1.) Yes. No.
3. If the response to question 2 is Yes please indicate which pupils are chosen for inclusion in the program for improving study habits.

Page 1

CHART LIST SHOWING THE IMPROVEMENT OF STUDY HABITS

1. Name of person reporting	2. Official position
3. Name of school	4. City
5. Enrollment	
Grade	Enrollment
7	10
8	11
9	12

I. METHODS EMPLOYED IN IMPROVING STUDY HABITS OF PUPILS

A. Pupils Who Receive Training in Improved Study Habits.

1. Does your school have a program for improving the study habits of all pupils? (Please indicate Yes or No)

If your school has such a program or is in your school zone not have such a program. (Yes, No)

2. Would indicate that your school has such a program? (Yes, No)

3. If the response to question 1 is No, does your school have program for improving the study habits of some pupils? (Please indicate Yes or No as in question 1.) (Yes, No)

4. If the response to question 3 is Yes please indicate which pupils are chosen for inclusion in the program for improving study habits.

- a. If the pupils in certain classes are chosen for such work please indicate by checking the class and encircling the grade.

(i.e. "(✓) Mathematics ⑦ 8 9 ⑩ 11 12" would indicate that pupils in mathematics classes of grades seven and ten receive instruction in how to study.)

Class

() Social Studies	7 8 9 10 11 12	() Sciences	7 8 9 10 11 12
() English	7 8 9 10 11 12	() Commercial	
() Mathematics	7 8 9 10 11 12	Subjects	7 8 9 10 11 12
() Foreign Language	7 8 9 10 11 12	() Other	7 8 9 10 11 12

Page 2

A. Pupils Who Receive Training in Improved Study Habits
(con't)

3. b. If some plan other than the selection of pupils by classes is in use please indicate briefly what that plan is...

B. Devices Employed in Improving the Study Habits of Pupils.

Please check the methods in use in your school. If no provision is made for the response you desire to make please check "Other" and indicate briefly the

2. If the pupils in certain classes are shown for
such work please indicate by checking the class
and enclosing the grade.

(i.e. "N" Mathematics 7 8 9 10 11 12 would
indicate that pupils in mathematics classes of
grades seven and ten receive instruction in how
to study.)

Class

- () Social Studies 7 8 9 10 11 12
- () English 7 8 9 10 11 12
- () Mathematics 7 8 9 10 11 12
- () Foreign Language 7 8 9 10 11 12

Class

A. Indicate who receive training in approved study habits
()

3. b. If some plan other than the selection of pupils
by classes is in use please indicate briefly

What that plan is.

4. Indicate who receive an approved study habit of
study.

Please check the method in use in your school. If
no provision is made for the response you desire to
make please check "other" and indicate briefly the

correct response.

- | | |
|------------------------------------|---|
| 1. () Supervised Study. | 6. () Individual Remedial Work |
| 2. () Homeroom Programs. | 7. () An Extra Period at the End of the School Day |
| 3. () A Remedial-Reading Course. | 8. () Other _____ |
| 4. () A How-to-Study Course. | |
| 5. () Part of Regular Class Work. | |

C. Materials Employed in Improving the Study Habits of Pupils.

1. () Mimeographed Material.
2. () Printed Pamphlets.
3. () A How-to-Study Text.
4. () Other _____

If unpublished material is used please send a copy under separate cover.

You will be promptly reimbursed for postage. All quotations will be given due credit.

If published material is used please indicate author, title, and publisher.

Page 3

D. Coordination of the Program for Improving Study Habits.

1. Persons Who Coordinate the Program

- | | |
|-----------------------------|--------------------------|
| a. () Principal | c. () Teacher Committee |
| b. () Director of Guidance | d. () Other _____ |

1. The first part of the report is a general
introduction to the subject of the study.
2. The second part is a description of the
methodology used in the study.
3. The third part is a description of the
results of the study.
4. The fourth part is a discussion of the
results and their implications.
5. The fifth part is a conclusion and
recommendations for further research.
6. The sixth part is a list of references.
7. The seventh part is an appendix containing
additional data and figures.
8. The eighth part is a glossary of terms.
9. The ninth part is a list of abbreviations.
10. The tenth part is a list of symbols.

2. Persons Instructed In the Requisites of Good Study Habits.

a. Are teachers provided by the administration with material which indicate the best methods of study? Yes. No.

b. Are parents provided with materials which indicate the best methods and conditions of study? Yes. No.

II. TIME DEVOTED TO IMPROVING THE STUDY HABITS OF PUPILS.

A. Time of Day in which Pupils Receive Training in Improving Study Habits.

- | | |
|--|---|
| 1. () During Classes Devoted to Improving Study Habits. | 5. () After school when occasion arises. |
| 2. () During Regular Classes. | 6. () Whenever occasion arises |
| 3. () After School Each Day. | 7. () Other _____ |
| 4. () After School Once Each Week. | |

B. Length of Time Devoted to Improving Study Habits.

1. Is any teacher allotted time in regular school program to devote to improving the study habits of pupils? Yes. No.
2. How long has the program of improving study habits being used been established in your school? (Excluding 1938-39.) _____ Years.

III. MEASUREMENT OF THE PROGRAM.

- A. Do you attempt to objectively measure the success of your program improving study habits? Yes No. If so, please indicate briefly the way in which you do so. _

1. Research conducted in the field of social studies.

2. Are teachers provided by the administration with

material which indicate the best methods of

study Yes No

3. Are teachers provided with materials which indicate

each the best methods and conditions of study?

Yes No

4. Have teachers received training in the

use of the following methods of instruction in the

1. () Lecture () Discussion () Other ()
to improve study habits.

2. () Lecture () Discussion () Other ()

3. () Lecture () Discussion () Other ()

4. () Lecture () Discussion () Other ()

5. () Lecture () Discussion () Other ()

6. () Lecture () Discussion () Other ()

7. () Lecture () Discussion () Other ()

8. () Lecture () Discussion () Other ()

9. () Lecture () Discussion () Other ()

10. () Lecture () Discussion () Other ()

11. () Lecture () Discussion () Other ()

12. () Lecture () Discussion () Other ()

13. () Lecture () Discussion () Other ()

14. () Lecture () Discussion () Other ()

15. () Lecture () Discussion () Other ()

IV. SUBJECTIVE COMMENT.

Please indicate briefly whether you feel that some program for improving study habits is worthwhile, and, if so, what you consider the ideal program to be _____

Do you desire a copy of the conclusions reached through this study? Yes. No.

(1) _____

(2) _____

(3) _____

$$\text{percentage} = \sqrt{\frac{P_1}{N} + \frac{P_2}{N}}$$

Both the formula and its derivation are reproduced here by the courtesy of Professor Roy G. Billew of the Boston University School of Education.

IV. SUGGESTIVE COMMENT.

Please indicate briefly whether you feel some
 program for improving study habits is worthwhile, and,
 if so, what you consider the ideal program to be.

Do you desire a copy of the questionnaire reached through
 this study? Yes. No.

The formula used for discovering standard errors and significant differences is:^{1/}

$$\sigma \text{ of two percentages} = \sqrt{\frac{Pq}{N} + \frac{P_1q_1}{N_1}}$$

Differences less than three times σ were considered not to be significant.

(P = one percentage.

$$q = 100 - P.$$

P₁ = the other percentage.

$$q_1 = 100 - P_1.$$

N = the number of cases on which the first percent is based.

N₁ = the number of cases on which the second percent is based.)

The derivation^{1/} of the formula is:

$$(1) \sigma \text{ of a percentage} = \sqrt{\frac{Pq}{N}}$$

$$(2) \sigma \text{ of a difference} = \sqrt{\sigma_1^2 + \sigma_2^2}$$

(3) $\therefore \sigma$ of the difference between two

$$\text{percentages} = \sqrt{\frac{Pq}{N} + \frac{P_1q_1}{N_1}}$$

^{1/} Both the formula and its derivation are reproduced here by the courtesy of Professor Roy O. Billett of the Boston University School of Education.

The formula used for discovering standard errors

and significant differences is:

$$r \text{ of two percentages} = \sqrt{\frac{pq}{N} + \frac{pq}{N}}$$

Differences less than three times r were considered

not to be significant.

(P = one percentage.

$$q = 100 - P.$$

P = the other percentage.

$$q = 100 - P.$$

N = the number of cases on which the first

percent is based.

N = the number of cases on which the second

percent is based.)

The derivation of the formula is:

$$(1) \text{ } r \text{ of a percentage} = \sqrt{\frac{pq}{N}}$$

$$(2) \text{ } r \text{ of a difference} = \sqrt{r^2 + r^2}$$

(3) r of the difference between two

$$\text{percentages} = \sqrt{\frac{pq}{N} + \frac{pq}{N}}$$

Both the formula and its derivation are reproduced here by the courtesy of Professor Roy O. Biliotti of the Boston University School of Education.

NORWOOD JUNIOR HIGH SCHOOL
 NORWOOD, MASSACHUSETTS
 November 1, 1938

To the Parents:

Pupils in Grade Seven are required to study one half hour each day. A schedule for home study is listed below.

Monday	-	Mathematics
Tuesday	-	English
Wednesday	-	Social Science
Thursday	-	English
Friday	-	Social Science

A reasonable amount of home work should help to offset the temptation of youth to waste free time in a meaningless way. It aids in the development of sound habits which should enable pupils to use their time to the best advantage.

Home study helps to bring about better relationships between the home and the school. When pupils are required to study at home, the parents are kept more closely in touch with the activities and ideals of the school.

One of the major objectives of the school is to create within the pupil, the desire to learn. That desire may be encouraged at home as well as in school. Education is the responsibility of home, school, and community.

When you have read this letter, will you kindly sign your name and return the bottom of the sheet to the school.

Very truly yours

(signed) ROBERT J. NEWBURY

Principal

I have read your letter concerning home study.

 Signature

ROBERT J. BROWNE
November 1, 1933

To the Parents:

Pupils in these seven are required to study one half hour each day. A schedule for home study is listed below.

Monday	-	Mathematics
Tuesday	-	English
Wednesday	-	Social Science
Thursday	-	English
Friday	-	Social Science

A reasonable amount of home work should help to offset the temptation of youth to waste time in a meaningless way. It also is the development of habits which should enable pupils to use their time to the best advantage.

Home study helps to bring about better relations ships between the home and the school. When pupils are required to study at home, the parents are kept more closely in touch with the activities and ideals of the school.

One of the major objectives of the school is to create within the pupil the desire to learn. That desire may be encouraged at home as well as in school. Education is the responsibility of home, school, and community.

When you have read this letter, will you kindly sign your name and return the bottom of the sheet to the school.

Very truly yours

(Signed) ROBERT J. BROWNE

Principal

I have read your letter concerning home study.

Signature

(Norwood Junior High School)

STUDY DIRECTIONS

1. Keep a record of the assignment that the teacher gives you.
2. Be sure that you understand the assignment.
3. Provide yourself with necessary material, have pencils, pens, paper, etc. ready for work.
4. Make up your mind that you can and will learn.
5. Begin work promptly.
6. Put your mind on your work and let nothing disturb you.
7. Do your own work, use your own judgment, and ask for help only when you can go no further without it.
8. Learn how to use your books. Use the table of contents, index, appendix, footnotes, illustrations, etc.
9. Get the general idea of a lesson by going over it quickly.
10. Pick out the important points.
11. Make brief notes.
12. Form the dictionary habit by looking up words which you don't understand.
13. Make an outline of important topics and sub-topics.
14. Give most time to parts of lesson which are difficult for you.
15. Reread parts which you do not recall.
16. Remember you are working for yourself and not your parents or your teacher.

Home Study Schedule - Grade VII

Monday - Mathematics

Tuesday - English

Wednesday - Social Science

Thursday - English

Friday - Social Science

(New York Junior High School)

STUDY TECHNIQUES

1. Keep a record of the assignment that the teacher gives you.
2. Be sure that you understand the assignment.
3. Provide yourself with necessary material, have pencils, pens, paper, etc. ready for work.
4. Have on your mind what you can and will learn.
5. Begin work promptly.
6. Put your mind on your work and let nothing distract you.
7. Do your own work, use your own judgment, and ask for help only when you can do no further without it.
8. Learn how to use your books, use the table of contents, index, appendix, footnotes, illustrations, etc.
9. Get the general idea of a lesson by going over it quickly.
10. Pick out the important points.
11. Make brief notes.
12. Form the dictionary habit by looking up words which you don't understand.
13. Make an outline of important topics and sub-topics.
14. Give each topic its parts or lesson which are difficult for you.
15. Reread parts which you do not recall.
16. Remember you are working for yourself and not your parents or your teacher.

Home Study Materials - Grade VII

Monday - Language
Tuesday - English
Wednesday - Social Science
Thursday - English
Friday - Social Science

STUDY CONDITIONS (Peabody High School)

1. Keep Physically Fit. Decide upon and adhere to a plan which provides for sufficient sleep and plenty of outdoor exercise. A sound mind is most often found in a sound body.
2. Decide When to Study. Avoid studying immediately after violent exercise or a heavy meal. Such practice makes for indigestion and tends to develop mental dawdling.
3. Create Study Atmosphere. Choose a good place to work with a maximum of achievement, preferably a desk or a table with straight chair in a quiet room, well lighted, not too warm, and well ventilated.
4. Budget your Time. Work out a plan which gives ample time and a proper place for each subject. Regularity-the same time, the same place, the same subject,-creates the right atmosphere for effective study. Follow your schedule.
5. Discriminate. Do first that which is most essential, if it is necessary to discriminate among your assigned tasks.
6. Secure Equipment. Provide yourself with all essentials, the necessary tools, materials, and references to the subject in hand. Prepare for intensive study by forestalling interruptions and delays due to lack of equipment.
7. Utilize Textbooks. Learn how to use your textbooks - their topic sentences, cross references, tables of contents, bibliographies.
8. Concentrate. Attack your assignments with vim, vigor and determination. Shut out all thoughts not pertinent to the work under consideration.

STUDY PROCEDURES

9. Write Assignment. Record legibly each day in a notebook the assignment exactly as given by the teacher. Seek to understand your advance assignment in detail - materials to be used, what needs to be done, and how to do it.
10. Review Rapidly. Review the outstanding points in the previous lesson before beginning advance work.
11. Evaluate Assignment. Take a bird's-eye-view of the entire assignment before beginning your detailed study-noting period covered, types of facts presented, procedure involved, problems raised, etc.
12. Visualize Conditions and Relationships. Through the use of a preliminary sketch, a diagram, a chart, an outline, a tabulation, an expressed ratio, and equation, etc. Picture the word or number relationships involved in the given and required conditions.
13. Discover Short Cuts. Seek to discover short cuts in an effort to improve upon your plan of work. Analyze your work so as to outline headings, summaries, diagrams, etc.
14. Learn Key Words. Memorize pivot or key words which serve to recall the organization of the topics and the pro-

STUDY SUGGESTIONS (Fessenden High School)

1. Keep Physically Fit. Decide upon and adhere to a plan which provides for sufficient sleep and plenty of outdoor exercise. A sound mind is most often found in a sound body.
2. Decide When to Study. Avoid studying immediately after violent exercise or a heavy meal. Such practices cause for indigestion and tend to develop mental bewilderment.
3. Create Study Atmosphere. Choose a good place to work with a minimum of distraction, preferably a desk or a table with straight chair in a quiet room, well lighted, not too warm, and well ventilated.
4. Organize Your Time. Work out a plan which gives definite time and a proper place for each subject. Revisit the same time, the same place, the same subject, - creates the right atmosphere for effective study. Follow your schedule.
5. Classify Material. Do first that which is most essential. It is necessary to discriminate among our assigned tasks.
6. Secure Equipment. Provide yourself with all essentials, the necessary books, materials, and references to the job at hand. Prepare for intensive study by investigating interesting and helpful line to look at equipment.
7. Utilize Textbooks. Refer to your textbooks - their topic sentences, index references, tables of contents, bibliographies.
8. Concentrate. Attend your assignments with vim, vigor and determination. Shut out all thoughts not pertinent to the work under consideration.

STUDY PROCEDURE

9. Write Assignment. Record legibly each day in a notebook the assignment exactly as given by the teacher. Seek to understand your advance assignment in detail - materials to be used, what needs to be done, and how to do it.
10. Review Regularly. Review the outstanding points in the previous lesson before beginning advance work.
11. Review Assignment. Take a bird's-eye-view of the assignment before beginning your detailed study-making period covered, types of facts presented, procedure involved, problems raised, etc.
12. Visualize Conditions and Relationships. Through the use of a preliminary sketch, a diagram, a chart, an outline, a calculation, an expressed relation, and equation, etc. picture the word or number relationships involved in the given and required conditions.
13. Discover Short Cuts. Seek to discover short cuts in an effort to improve your plan of work. Analyze your work so as to outline headings, summaries, diagrams, etc.
14. Learn Key Words. Highlight key words which serve to recall the organization of the topics and the pro-

STUDY PROCEDURES (continued) (Peabody High School)

cedure followed.

15. Check Your Work. See that the results of your work meet the fixed requirements. Results should be reasonable, adequate, well understood, and clearly expressed.
16. Apply Each Fact Learned. When a new fact or relationship has been mastered, make an attempt to use it in school, home, and other situations in which it is an essential part.
17. Correlate Daily. Relate each day's work with the preceding lesson. Link the new ideas presented with the outstanding objectives, set for the day.
18. Do your Best. Promote your self-respect through gaining deserved commendation by thoughts well expressed, work neatly written and well arranged. Never be satisfied with less than your best.
19. Recall Major Issues. Stimulate and clarify thought by reviewing the major issues involved, new ideas, and pivot words.

COMPOSITION WRITING

1. Utilize Interests. Choose a subject in which you are really interested, whenever possible. The next best choice is a subject about which you know something. If research or reference work is necessary, select also a subject upon which there is available material.
2. Analyze Subject. Be sure you understand your topic and the point of view you wish to stress in writing. Consider the purpose for which the paper is to be written.
3. Collect Material. This may simply mean gathering your thoughts or it may mean gathering information and thoughts of others. In either case, list sufficient material in notebook.
4. Organize Material. Make an outline for your paper before you begin to write. Your outline will assist you in gaining proper proportions of treatment and emphasis. It will hinder your treating some parts of your subject too fully and others not fully or emphatically enough.
5. Write Composition. Follow your outline plan, which may be altered as need be as you proceed.
6. Correct First Draft. Check for holding to subject, proportion, emphasis, clearness, punctuation, spelling, grammar and for those particular items which were

STUDY PROCEDURE (continued) (Everybody High School)

1. Check Your Work. See that the results of your work meet the fixed requirements. Details should be reasonable, adequate, well understood, and clearly expressed.
2. Self-Check Your Lesson. When a new fact or relation has been mastered, make an attempt to use it in school, home, and other situations in which it is an essential part.
3. Compare Your Daily. Relate each day's work with the preceding lesson. Have the new ideas presented with the understanding of the day, not for the day.
4. Do Your Best. Know your self-respect through gain- ing deserved recognition by thoughts well expressed, work neatly written and well arranged. Never be satisfied with less than your best.
5. Recall Major Lessons. Relate and clearly thought by reviewing the major lessons involved, new ideas, and give words.

COMPOSITION WRITING

1. Choose a Subject. Choose a subject in which you are really interested, whenever possible. The next best choice is a subject about which you know something. If research or reference work is necessary, select also a subject upon which there is available material.
2. Analyze Subject. Be sure you understand your topic and the point of view you wish to stress in writing. Consider the purpose for which the paper is to be written.
3. Collect Material. This may simply mean gathering your thoughts or it may mean gathering information and thoughts of others. In either case, list suitable material in notebook.
4. Organize Material. Make an outline for your paper before you begin to write. Your outline will assist you in giving proper proportion of treatment and emphasis. It will hinder your writing some parts of your subject too fully and others not fully or emphatically enough.
5. Write Composition. Follow your outline plan, which may be altered as need be as you proceed.
6. Correct First Draft. Check for holding to subject, proportion, emphasis, clearness, punctuation, spelling, grammar and for those particular lines which were

(Peabody High School)

COMPOSITION WRITING (continued)

stressed in the lesson assignment.

7. Write Final Copy. In all details comply with understood class regulations for best manuscript copy.
8. Test Results. If the paper is the best you can do after using the limit of time allotted you for it, if it is neat, legible, and in good form, consider the assignment completed.

SPELLING

1. Visualize Word. Get a clear impression of how the word looks, syllable by syllable.
2. Pronounce Word. Enunciate distinctly; note sounds that correspond with spelling.
3. Write Word. Copy each new word correctly several times.
4. Form Associations. If difficulty comes with particular words, associate difficult letter combinations with similar combinations in familiar words.
5. Study Rules. For words which continue to trouble you, see if rules have been formulated and apply them.

(Fessenden High School)

COMPOSITION WRITING (continued)

stressed in the lesson, was meant.

7. Write Final Copy. In all details copy with order—
 good class relations for best manuscript copy.

8. Test Results. If the paper is the best you can do after
 using the limit of time allotted you for it, it is
 neat, legible, and in good form, consider the
 assignment completed.

STUDY

1. Visualize Word. Get a clear impression of how the
 word looks, syllable by syllable.

2. Pronounce Word. Pronounce distinctly; note sounds
 that correspond with spelling.

3. Write Word. Copy each new word correctly several times.

4. Form Associations. If difficulty comes with particular
 words, associate difficult letter combinations with
 similar combinations in familiar words.

5. Study Rules. For words which continue to trouble you,
 see if rules have been formulated and apply them.

School Department - City of Worcester, Massachusetts
Classical High School.

HOW TO STUDY

I. Cultivate the Will to Learn.

With it you will inevitably develop an effective study technique of your own; without it the most elaborate technique will be relatively ineffective.

You can cultivate the will to learn if you will frankly admit your respect for the mentally efficient citizens in the community and acknowledge your ambition to develop into such an individual. To achieve this ambition you are investing four precious years of your life.

II. Make the Recitation a Part of the Learning Process.

- a. Follow the recitation closely but critically.
- b. Ask questions on any points that are not clear.
- c. Make careful notes on the assignment, both directions and suggestions.

III. Cultivate System in Study.

- a. Plan your hours of study and hold yourself religiously to your plan.
- b. Plan also for exercise and recreation, but do not allow these pleasant activities to steal the time you have allotted to study.

IV. Get Ready for Study; Get Ready Speedily.

- a. Have within reach all necessary tools; paper, sharpened pencils, pens, ink, compasses, protractors, notebooks, dictionary, etc.
- b. Study always in the same place, so that you will come to associate this place with study.

V. Eliminate Distractions as Far as Possible.

- a. Have your place of study away from the radio, the conversation of the other members of the family, and from all objects tending to divert your attention from the study task.
- b. But as you cannot eliminate distractions entirely, determine to rise above them.

VI. Work Intensely.

- a. Let your goal be more effective study in less time.
- b. Check sharply any tendency to day-dream.

School Department - City of Worcester, Massachusetts
 Classical High School.

1944

HOW TO STUDY

- I. Cultivate the Will to Learn.
 With it you will inevitably develop an effective study technique of your own; without it the most elaborate techniques will be hopelessly ineffective.
 You can cultivate the will to learn if you will frankly admit your respect for the mentally efficient students in the community and acknowledge your ambition to develop into such an individual. To achieve this ambition you are investing four precious years of your life.
- II. Make the Recitation a Part of the Learning Process.
 a. Follow the recitation closely but critically.
 b. Ask questions on any points that are not clear.
 c. Make careful notes on the assignment, both directions and suggestions.
- III. Cultivate System in Study.
 a. Plan your hours of study and hold yourself religiously to your plan.
 b. Plan also for exercise and recreation, but do not allow these pleasant activities to steal the time you have allotted to study.
- IV. Get Ready for Study; Get Ready Speedily.
 a. Have within reach all necessary books, paper, arithmetic, pen, ink, compass, protractor, notebook, dictionary, etc.
 b. Study always in the same place, so that you will come to associate this place with study.
- V. Eliminate Distractions as Far as Possible.
 a. Turn your place of study away from the radio, the conversation of the other members of the family, and from all objects tending to divert your attention from the study task.
 b. But as you cannot eliminate distractions entirely, determine to transcend them.
- VI. Work Intensely.
 a. Let your goal be more effective study in less time.
 b. Check sharply any tendency to day-dream.

(Worcester Classical High
School)

HOW TO STUDY (continued)

VII. Get Acquainted with your Textbook.

- a. Examine its plan: table of contents, preface, chapter headings, paragraph headings, chapter summaries, graphs, tables, notes, and glossary.

VIII. Study Actively, Not Passively.

- a. Always look for main points; you will find them in the topic sentences.
- b. Note how other points are subordinated.
- c. Seek points of connection and strive to anticipate the next thought.
- d. Ask yourself whether the author's conclusions follow from his facts.
- e. Try to supplement his illustrations with illustrations of your own.
- f. Cultivate the habit of intellectual curiosity. Satisfy it by recourse to dictionary, encyclopedia, atlas, and other books of reference.

IX. Recite to Yourself.

- a. Summarize mentally each paragraph.
- b. Anticipate your instructor's questions on it, and formulate in your mind complete answers.
- c. Write brief summaries of the matter you have read and use these summaries for reviews.

X. Be Eternally Vigilant to Detect Relationships.

- a. Connect the different portions of your assignment with one another.
- b. Connect today's assignment with previous assignments.
- c. Relate each subject to other subjects and to your life outside of school.
- d. Do not allow your school work to be a thing apart.

XI. Plan for Quick Mental Reviews.

- a. Utilize the time between eight o'clock and the first recitation for this purpose.

XII. Do Your Own Work.

- a. Ask for assistance only when it is indispensable.
- b. Ask only for suggestions or leads, never for solutions or answers.

XIII. The Will to Learn Is First and Last.

(Patrick T. Campbell Junior High
School)

HOW TO STUDY

- I. Read through entire lesson.
- II. Read first paragraph.
 1. Make outline.
 - a. Select leading fact found in topic sentence, heading, key phrase or word.
 - b. Select facts which tell about the leading fact.
 2. Memorize outline topics.
- III. Read second paragraph and rest of lesson.
 1. Make outline.
 - a. Select leading fact found in topic sentence, heading, key phrase or word.
 - b. Select facts which tell about the leading fact.
 2. Memorize outline topic.
- IV. With outline in hand, re-read entire lesson, continuing to memorize facts that are connected with topics in outline.
- V. Close book and recall from outline, opening to places found difficult.
- VI. Study in this way until lesson is learned.
- VII. Re-read if possible before lesson is recited.
- VIII. Use map and dictionary.

Mary C. Mellyn,

Assistant Superintendent, Boston Schools.

(Patrick T. Campbell Junior High School)

HOW TO STUDY

- I. Read through entire lesson.
- II. Read first paragraph.
 1. Make outline.
 2. Select leading fact found in topic sentence, heading, key phrase or word.
 3. Select facts which tell about the leading fact.
 4. Rewrite outline topic.
- III. Read second paragraph and rest of lesson.
 1. Make outline.
 2. Select leading fact found in topic sentence, heading, key phrase or word.
 3. Select facts which tell about the leading fact.
 4. Rewrite outline topic.
- IV. With outline in hand, re-read entire lesson, connecting to lesson facts that are connected with topics in outline.
- V. Close book and read, from outline, opening to places found difficult.
- VI. Study in this way until lesson is learned.
- VII. Re-read if possible before lesson is recited.
- VIII. Use map and dictionary.

Wm. C. Hall

Assistant Superintendent, Boston Schools

(South Boston High School)

STUDY HELPS FOR HIGH SCHOOL STUDENTS

(Arranged by Dean J. B. Edmonson, School of Education, University of Michigan, and Deputy Superintendent C. Lloyd Goodrich, Department of Public Instruction.)

1. BE CERTAIN THAT YOU PREPARE THE CORRECT ASSIGNMENT IN scope, content, and form. Consider such questions as: What readings, problems, experiments, or topics were assigned? Was part or all of the preparation to be written? What dangers, difficulties, or important points were emphasized by the teacher in making the assignment? Which of these study helps did the teacher urge students to follow?
2. HAVE A STUDY PROGRAM. Budget your time so as to have a definite time and a definite place to prepare each lesson. (The teacher will explain how to make a study program card.)
3. HAVE PROPER PHYSICAL CONDITIONS AND NEEDED MATERIALS for study--a quiet room not too warm, plenty of light at your left, a straight chair, a table, the necessary dictionaries, rulers, pencils, and other materials.
4. MAKE CAREFUL PREPARATION OF ADVANCED ASSIGNMENT as soon as possible after a class, but allow time in your study program for review of essential points before going to class.
5. DO YOUR STUDYING WITH VIGOR AND DETERMINATION. Work while you work. When actually tired, change your work, take exercise, or go to sleep. One must be rested in order to study effectively.
6. REGULATE YOUR READING ACCORDING TO THE PURPOSE OF YOUR Study. Read rapidly when seeking to find major points or to make a survey of a lesson. Read cautiously and critically such material as problems, directions, explanations, and any material that must be interpreted or mastered. Never read rapidly when you should read cautiously. Acquire the habit of analyzing confusing statements. To test the efficiency of your reading and to guard against "skimming" or "day dreaming" pause at the end of paragraphs or natural units and seek to recall the gist of what you have read.

(South Boston High School)

STUDY HINTS FOR HIGH SCHOOL STUDENTS

(Arranged by Dean J. L. Thompson, School of Education, University of Michigan, and Deputy Superintendent C. Lloyd Goodrich, Department of Public Instruction.)

1. BE CERTAIN THAT YOU KNOW THE SCOPE OF YOUR ASSIGNMENT IN scope, content, and form. Consider each question as that regarding, problems, experiments, or topics were assigned? Was part or all of the preparation to be written? What details, difficulties, or important points were emphasized by the teacher in making the assignment? Which of these study helps did the teacher use? Students to follow:
2. HAVE A STUDY PROGRAM. Budget your time so as to have a definite time and a definite place for study each lesson. (The teacher will explain how to make a study program early.)
3. HAVE PROPER PHYSICAL CONDITIONS AND NECESSARY MATERIALS. For study--a quiet room not too warm, plenty of light at your left, a straight chair, a table, the necessary dictionaries, rulers, pencils, and other materials.
4. MAKE CAREFUL PREPARATION OF ASSIGNMENT ASSIGNMENT as soon as possible after a class, but allow time in your study program for review of essential points before going to class.
5. DO YOUR STUDYING WITH VIGOR AND DETERMINATION. Work while you work. When actually tired, change your work, take exercise, or go to sleep. One must be rested in order to study effectively.
6. REGULATE YOUR READING ACCORDING TO THE PURPOSE OF YOUR study. Read rapidly when seeking to find major points or to make a survey of a lesson. Read carefully and critically each material as problems, directions, explanations, and any material that must be interpreted or mastered. Never read rapidly when you should read carefully. Acquire the habit of analyzing each statement. To test the efficiency of your reading and to learn "skimming" or "lay reading" pass at the end of paragraphs or natural units and seek to recall the gist of what you have read.

(South Boston High School)

STUDY HELPS FOR HIGH SCHOOL STUDENTS (continued)

7. BE THOROUGH. AVOID ACQUIRING THE HABIT OF HALF MASTERY. In committing material to memory learn it as a whole. Do not learn piecemeal. Keep going over the material until you have it letter perfect. In learning rules, forms, poems, dates, vocabularies, etc., it is helpful to repeat them aloud especially if you are expected to give them orally in class.
8. HUNT FOR KEY WORDS, PHRASES, OR SENTENCES; AND MASTER the full meaning of these. Write them on a slip of paper for later review.
9. WORK AND THINK INDEPENDENTLY. Ask for help only after you have exhausted your own resources. Cultivate self-reliance, determination, and independence in work.
10. FRAME QUESTIONS TO TEST YOUR PREPARATION OF A LESSON and use these questions to measure your preparation before going to class.
11. ATTEMPT TO ANSWER TO YOURSELF EVERY QUESTION THAT IS asked in class and thus review, test and drill yourself on essential facts.
12. STRIVE TO EXCEL. DO NOT BE CONTENTED TO "GET BY" CONVINCE yourself of the genuine value of doing your best work in each of your studies. Be able to answer such a question as: Why is the subject worth studying?

TO THE TEACHER: In preparing the Study Helps, an effort has been made to place definite recommendations on good practices in the hands of pupils and teachers. It has been found, however, that the mere placing of these Study Helps in the hands of the pupils is of little value unless a teacher illustrates the application of the recommendations to the preparation of different types of lessons.

Published by the Michigan Education Association, Lansing, Michigan (Revised July, 1930).

(South Boston High School)

STUDY HELPS FOR HIGH SCHOOL STUDENTS (continued)

7. BE THOROUGH. Avoid absorbing the habit of half-heartedness. In accumulating material to memory learn it as a whole. Do not learn piecemeal. Keep going over the material until you have it better perfect. In learning rules, laws, poems, dates, vocabularies, etc., it is helpful to repeat them aloud especially if you are expected to give them orally in class.
8. WANT FOR THE WORK, REMARKS, OR RECOMMENDATIONS; AND WRITE THE FULL MEANING OF THESE. Write them on a slip of paper for later review.
9. WORK AND THINK INDEPENDENTLY. Ask for help only after you have exhausted your own resources. Cultivate self-reliance, determination, and independence in work.
10. MAKE QUESTIONS TO TEST YOUR PREPARATION OF A LESSON and use these questions to measure your preparation before going to class.
11. ATTEMPT TO ANSWER TO YOURSELF EVERY QUESTION THAT IS ASKED IN CLASS AND FOR REVIEW, TEST AND DRILL YOURSELF ON ESSENTIAL FACTS.
12. STRIVE TO KNOW. DO NOT BE CONTENT TO "GET BY" GOING THENCE YOURSELF OF THE GENUINE VALUE OF DOING YOUR BEST WITH IN EACH OF YOUR STUDIES. Be able to answer such a question as: Why is the subject worth studying?

TO THE TEACHER: In preparing the study helps, an effort has been made to place definite recommendations on good practices in the hands of pupils and teachers. It has been found, however, that the mere placing of these study helps in the hands of the pupils is of little value unless a teacher illustrates the application of the recommendations to the preparation of different types of lessons.

Published by the National Education Association, Lansing, Michigan (Revised July, 1930).

(Lawrence High School, Falmouth)

STUDY HELPS

The habits of study formed in school are of greater importance than the subjects mastered. The following suggestions, if carefully followed, will help you make your mind an efficient tool. Your daily aim should be to learn your lesson in less time, or to learn it better in the same time.

1. Make out a definite daily program, arranging for a definite time for each study. You will thus form the habit of concentrating your thoughts on the subject at that time.
2. Provide yourself with the material the lesson requires; have on hand maps, ruler, compass, special paper needed, etc.
3. Understand the lesson assignment. Learn to take notes on the suggestions given by the teacher when the lesson is assigned. Take down accurately any references given by the teacher. Should a reference be of special importance, star (*) it so that you may readily find it. Pick out the important topics of the lesson before beginning your study.
4. In the proper use of a textbook, the following devices will be found helpful: index, appendix, footnotes, maps, illustrations, vocabulary, etc. Learn to use your textbook, as it will help you to use other books. Therefore understand the purpose of the devices named above and use them freely.
5. Do not lose time getting ready for study. Sit down and begin to work at once. Concentrate on your work, i.e., put your mind on it and let nothing disturb you. Have the will to learn.
6. In many kinds of work it is best to go over the lesson quickly, then go over it again carefully; e.g., before beginning to solve a problem in mathematics read it through and be sure you understand what is to be proved before beginning its solution; in translating a foreign language, read the passage through and see how much you can understand before consulting the vocabulary.
7. Do individual study. Learn to form your own judgments, to work your own problems. Individual study is honest study.
8. Try to put the facts you are learning into practical use if possible. Apply them to present-day conditions. Illustrate them in terms familiar to you.
9. Take an interest in the subjects taught in school. Read the periodical literature concerning these. Talk to your parents about your school work. Discuss with them points that interest you.
10. Review your lessons frequently. If there were points you did not understand, the review will help you

(Lawrence High School, Richmond)

STUDY HABITS

The habits of study formed in school are of greater importance than the subjects mastered. The following suggestions, if carefully followed, will help you make your study an efficient tool. Your daily aim should be to learn your lesson in less time, or to learn it better in the same time.

1. Make out a definite daily program, corresponding to a definite time for each study. You will thus form the habit of concentrating your thoughts on the subject at that time.
2. Provide yourself with the material the lesson requires. Have on hand pens, ruler, compass, special paper needed, etc.
3. Understand the lesson assignment. Learn to take notes on the suggestions given by the teacher when the lesson is assigned. Take down accurately any references given by the teacher. Should a reference be of special importance, mark it so that you may readily find it. Pick out the important topics of the lesson before beginning your study.
4. In the proper use of a textbook, the following devices will be found helpful: index, appendix, footnotes, maps, illustrations, vocabulary, etc. Learn to use your textbook, as it will help you to use other books. Therefore understand the purpose of the devices named above and use them freely.
5. Do not waste time getting ready for study. Sit down and begin to work at once. Concentrate on your work, i.e., put your mind on it and let nothing disturb you. Have the will to learn.
6. In any kind of work it is best to go over the lesson quickly, then go over it again carefully; e.g., before beginning to solve a problem in mathematics read it through and be sure you understand what is to be proved before beginning its solution; in translating a foreign language, read the passage through and see how much you can understand before consulting the vocabulary.
7. No individual study. Learn to form your own judgments, in your own problems. Individual study is honest study.
8. Try to put the facts you are learning into practical use if possible. Apply them to present-day conditions. Illustrate them in terms familiar to you.
9. Take an interest in the subjects taught in school. Read the periodical literature concerning them. Tell to your parents about your school work. Discuss with them points that interest you.
10. Review your lessons frequently. If there were points you did not understand, the review will help you.

(Lawrence High School, Falmouth)

STUDY HELPS (continued) STUDENTS.

master them. IN THAT YOU PREPARE WHAT WAS ASSIGNED

11. Prepare each lesson every day. The habit of meeting each requirement punctually is of extreme importance.

12. HAVE A DEFINITE STUDY PROGRAM EVERY DAY.
Budget your time.

13. HAVE PROPER PHYSICAL CONDITIONS AND NEEDED MATERIALS for study.

14. MAKE CAREFUL PREPARATION OF ADVANCED ASSIGNMENT as soon as possible after class.

15. CARRY YOUR STUDYING WITH VIGOR AND DETERMINATION. Work while you work.

16. REGULATE YOUR READING ACCORDING TO THE PURPOSE OF YOUR STUDY. Does it call for skimming or careful study of details?

17. BE THOROUGH. AVOID ACQUIRING THE HABIT OF HALF-FASTEST.

18. Hunt for key words, phrases, or sentences; and master the full meaning of these.

19. WORK AND THINK INDEPENDENTLY. Ask for help only after you have exhausted your own resources.

20. FRAME QUESTIONS TO TEST YOUR PREPARATION OF A LESSON.

21. ATTEMPT TO ANSWER TO YOURSELF EVERY QUESTION that is asked in class.

22. STRIVE TO EXCEL. DO NOT BE CONTENT TO "GET BY".

TO THE TEACHER: In preparing the Study Helps, an effort has been made to place definite recommendations on good practices in the hands of pupils and teachers. However, the mere placing of these Study Helps in the hands of the pupils is of little value unless a teacher illustrates the application of the recommendations to the preparation of different types of lessons.

(Lawrence High School, Fairmont)

STUDY HABITS (continued)

master them.
 11. Prepare each lesson every day. The habit of preparing each requirement punctually is of extreme importance.

(Attleboro High School)

STUDY HELPS FOR HIGH SCHOOL STUDENTS.

1. BE CERTAIN THAT YOU PREPARE WHAT WAS ASSIGNED in scope, content, and form.
2. HAVE A DEFINITE STUDY PROGRAM EVERY DAY.
Budget your time.
3. HAVE PROPER PHYSICAL CONDITIONS AND NEEDED MATERIALS for study.
4. MAKE CAREFUL PREPARATION OF ADVANCED ASSIGNMENT as soon as possible after class.
5. TACKLE YOUR STUDYING WITH VIGOR AND DETERMINATION.
Work while you work.
6. REGULATE YOUR READING ACCORDING TO THE PURPOSE OF YOUR STUDY. Does it call for skimming or careful study of details?
7. BE THOROUGH. AVOID ACQUIRING THE HABIT OF HALF MASTERY.
8. HUNT FOR KEY WORDS, PHRASES, OR SENTENCES; AND MASTER the full meaning of these.
9. WORK AND THINK INDEPENDENTLY. Ask for help only after you have exhausted your own resources.
10. FRAME QUESTIONS TO TEST YOUR PREPARATION OF A LESSON.
11. ATTEMPT TO ANSWER TO YOURSELF EVERY QUESTION that is asked in class.
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TO THE TEACHER: In preparing the Study Helps, an effort has been made to place definite recommendations on good practices in the hands of pupils and teachers. However, the mere placing of these Study Helps in the hands of the pupils is of little value unless a teacher illustrates the application of the recommendations to the preparation of different types of lessons.

(Attleboro High School)

STUDY HABITS FOR HIGH SCHOOL STUDENTS

1. BE CERTAIN THAT YOU KNOW WHAT WAS ASSIGNED in scope, content, and form.
2. HAVE A DEDICATED STUDY PROGRAM EVERY DAY. Budget your time.
3. HAVE PROPER PHYSICAL CONDITIONS AND NEEDED MATERIALS for study.
4. MAKE CAREFUL PREPARATION OF ADVANCED ASSIGNMENT as soon as possible after class.
5. FACILITATE YOUR STUDYING WITH ALGEBRA AND DETERMINATION. Work while you work.
6. REMEMBER YOUR READING ACCORDING TO THE PURPOSE OF YOUR STUDY. Does it call for skimming or careful study of details?
7. BE THOROUGH. AVOID ACQUIRING THE HABIT OF HALF MASTERY.
8. HUNT FOR KEY WORDS, PHRASES, OR SENTENCES; AND MASTER the full meaning of these.
9. WORK AND THINK INDEPENDENTLY. Ask for help only after you have exhausted your own resources.
10. FRAME QUESTIONS TO TEST YOUR PREPARATION OF A LESSON.
11. ATTEMPT TO ANSWER TO YOURSELF EVERY QUESTION that is asked in class.
12. STRIVE TO EXCEL. DO NOT BE CONTENT TO "GET BY".

TO THE TEACHER: In preparing the Study Guide, an effort has been made to place definite recommendations on good practices in the hands of pupils and teachers. However, the mere listing of these Study Guide helps in the hands of the pupils is of little value unless a teacher illustrates the application of the recommendations to the preparation of different types of lessons.

(Mansfield Junior High School)

Study Helps

ACTON HIGH SCHOOLSTUDENT-CONTROLLED STUDY ROOM

I believe that _____
 should be permitted to study in the student-controlled
 study room.

Signature of Teacher _____

Signature of Teacher _____

Signature of Teacher _____

Date _____

ACTON HIGH SCHOOL

STUDENT-CONTROLLED STUDY ROOM

I believe that _____
 should be permitted to study in the student-controlled
 study room.

 Signature of Teacher

 Signature of Teacher

 Signature of Teacher

 Date

(Mansfield Junior High School)

Study Helps

I

How to Study

1. Have a regular time to study.
2. Choose a place where you can study quietly.
3. Use your will power to hold yourself to the task at hand.

II

To Get a Lesson

1. Get the topic or topics clearly in mind.
2. Discover the main or principal thought.
3. Relate the details with the main topic.
4. Do not try to hold unrelated facts.

III

Home Study Rules

1. Discover the subject of the lesson.
2. Make a list of the principal topics.
3. Learn what is the most important thing in the lesson.
4. State your reason for thinking this.
5. Make a note of the questions which you want cleared up in class discussion.
6. Look up in the dictionary new words which you do not understand.
7. Locate new places on the map.
8. Turn to the pronouncing vocabulary for the pronunciation of capital nouns.
9. Take notes on the lesson.
10. Read the footnotes.
11. When some reference is made to a point previously mentioned, turn back and hunt it up.
12. Read the lesson thru once before attempting to get the details.
13. Recite to a friend.
14. Shut your eyes and picture the scenes about which you are reading.

(Mansfield Junior High School)

Study Helps

I

How to Study

1. Have a regular time to study.
2. Choose a place where you can study quietly.
3. Use your will power to hold yourself to the task at hand.

II

To Get a Lesson

1. Get the topic or topics clearly in mind.
2. Discover the main or principal thought.
3. Relate the details with the main topic.
4. Do not try to hold unrelated facts.

III

Home Study Hints

1. Discover the subject of the lesson.
2. Make a list of the principal topics.
3. Learn what is the most important thing in the lesson.
4. State your reason for thinking this.
5. Take a note of the questions which you want cleared up in class discussion.
6. Look up in the dictionary new words which you do not understand.
7. Locate new places on the map.
8. Turn to the pronunciation vocabulary for the pronunciation of capital names.
9. Take notes on the lesson.
10. Read the footnotes.
11. When some reference is made to a point previously mentioned, turn back and read it up.
12. Read the lesson thru once before attempting to get the details.
13. Recite to a friend.
14. Shut your eyes and picture the scenes about which you are reading.

(Mansfield Junior High School)

STUDY HELPS

Good work habits are quite as important as the mastery of subject matter. Your aim should be to do your tasks quickly and thoroughly.

1. FORM A TIME AND PLACE HABIT by studying the lesson in the same subject, in the same place, and at the same time each day. Do not study immediately after a hearty meal.
2. HAVE PROPER STUDY CONDITIONS AND EQUIPMENT - a quiet room not too warm, good light at the left, a straight chair and table, the necessary books, tools, and materials.
3. PLAN YOUR WORK BEFORE YOU START - look over your assignment; decide on what is to be done, and distribute your time accordingly; always study with a definite purpose in mind.
4. STUDY INDEPENDENTLY. Do your own work and use your own judgment, asking for help only when you cannot proceed without it, thus developing ability to think for yourself, and the will-power and self-reliance essential to success.
5. ARRANGE YOUR TASKS ECONOMICALLY: study those requiring fresh attention, like reading, first; those in which concentration is easier, like written work, later.
6. SIT STRAIGHT AND GO AT THE WORK VIGOROUSLY with confidence and determination, without lounging or waste of time. When actually tired, exercise a moment, open the window, change to a different type of work.
7. USE ALL THE MATERIAL AIDS AVAILABLE - index, appendix, notes, vocabulary, maps, illustrations in your textbook, as well as other books and periodicals.
8. TEST YOUR UNDERSTANDING OF WHAT YOU ARE STUDYING - close your book; outline it; make up possible questions and answer them.
9. KEEP YOUR WORK UP TO DATE - complete your assignments on time; hand in reports and papers the day they are due.
10. REVIEW WHENEVER POSSIBLE - keep an outline of the important points of each topic; glance through this outline each day before you begin work on the new assignment.

(Mansfield Junior High School)

STUDY HABITS

Good work habits are quite as important as the mastery of subject matter. Your aim should be to do your tasks quickly and thoroughly.

1. FORM A TIME AND PLACE HABIT by studying the lesson in the same subject, in the same place, and at the same time each day. Do not study immediately after a heavy meal.

2. HAVE PROPER STUDY CONDITIONS AND EQUIPMENT - a quiet room not too warm, good light at the left, a straight chair and table, the necessary books, tools, and materials.

3. PLAN YOUR WORK BEFORE YOU START - look over your assignment; decide on what is to be done, and distribute your time accordingly; always study with a definite purpose in mind.

4. STUDY INDEPENDENTLY. Do your own work and use your own judgment, asking for help only when you cannot proceed without it, thus developing ability to think for yourself, and the self-power and self-reliance essential to success.

5. ARRANGE YOUR TASKS LOGICALLY: study those requiring fresh attention, like reading, first; those in which concentration is easier, like written work, later.

6. SIT STRAIGHT AND GO AT THE WORK VIGOROUSLY with confidence and determination, without loitering or waste of time. When actually tired, exercise a moment, open the window, change to a different type of work.

7. USE ALL THE MATERIALS ALSO AVAILABLE - index, appendix, notes, vocabulary, maps, illustrations in your textbook, as well as other books and periodicals.

8. TEST YOUR UNDERSTANDING OF WHAT YOU ARE STUDYING - close your book; outline it; make up possible questions and answer them.

9. KEEP YOUR WORK UP TO DATE - complete your assignments on time; hand in reports and papers the day they are due.

10. REVIEW WHENEVER POSSIBLE - keep an outline of the important points of each topic; glance through this outline each day before you begin work on the new assignment.

(Mansfield Junior High School)

HOW TO STUDY DIRECTIONS FOR WRITTEN COMPOSITION

1. Collect your material.

READY

See
Converse
Read
Think

GETSETGO!

2. Make an outline (pencil)
3. Write a first draft (pencil)
4. Read and correct your first draft.
5. Make a finished copy (ink)
6. Read your final copy.

3. At the beginning of the study period see how quickly you can get your mind earnestly working on your lesson. Then keep it there. See how much of the assignment you can prepare before the end of the study period. Do not hurry, but work rapidly. Do the work thoroughly. Go over it a second time, and as often as necessary, to make sure you have mastered it. Never hand in a paper until you have gone over it carefully to correct any errors you may have made. Rely on yourself to decide when you have done a satisfactory piece of work.
4. At the end of the day examine your assignment book for two things:
 1. To see which assignments you have not completed. Take these home for completion.
 2. To see if you should go to any teacher for additional instruction before going home. Then take books and materials for such home work as you find necessary.
5. Make use of the periods 8:15 to 8:30 a. m. and 1:00 to 1:15 p. m. for rechecking your work and reviewing the materials to be learned. All subjects require some study work. Memorization is never achieved without repetitions of the material to be memorized.
6. During the recitation and discussion periods, be alert. Listen attentively to the recitation of each pupil and be ready to correct any errors. Listen also to the corrections given by the teacher upon the recitation of any pupil. Challenge every recitation which you cannot hear.

(Lansfield Junior High School)

HOW TO STUDY DIRECTIONS FOR WRITTEN COMPOSITION

1. Collect your materials.

see
converses
read
think

READY

2. Make an outline (pencil)

GET

3. Write a first draft (pencil)

SET

4. Read and correct your first draft.

5. Make a finished copy (ink)

GO!

6. Read your final copy.

Longmeadow Junior High School
Longmeadow, Mass.

(Issued)
(1937)

FORMULA FOR REDUCING HOMEWORK

1. Follow the teacher carefully as she makes the assignment. Ask questions when you do not fully understand. Write the assignment in your assignment book.
2. Listen to all instructions carefully, asking questions whenever you do not fully understand. Think it through as soon as possible after hearing it. Repeat the instructions given you whenever possible.
3. At the beginning of the study period see how quickly you can get your mind earnestly working on your lesson. Then keep it there. See how much of the assignment you can prepare before the end of the study period. Do not hurry, but work rapidly. Do the work thoroughly. Go over it a second time, and as often as necessary, to make sure you have mastered it. Never hand in a paper until you have gone over it carefully to correct any errors you may have made. Rely on yourself to decide when you have done a satisfactory piece of work.
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5. Make use of the periods 8:15 to 8:30 a. m. and 1:00 to 1:15 p. m. for rechecking your work and reviewing the materials to be learned. All subjects require some memory work. Memorization is never achieved without repetitions of the material to be memorized.
6. During the recitation and discussion periods, be alert. Listen attentively to the recitation of each pupil and be ready to correct any errors. Listen also to the corrections given by the teacher upon the recitation of any pupil. Challenge every recitation which you cannot hear.

(Revised) Longmeadow Junior High School
(1937) Longmeadow, Mass.

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4. At the end of the day examine your assignment book for two things:
 1. To see which assignments you have not completed. Take these home for completion.
 2. To see if you should go to my teacher for additional instruction before going home. Then take books and materials for such home work as you find necessary.
5. Make use of the periods 8:15 to 8:30 a. m. and 1:00 to 1:15 p. m. for recapping your work and reviewing the materials to be learned. All subjects require some memory work. Memorization is never achieved without repetitions of the material to be memorized.
6. During the recitation and discussion periods, be alert. Listen attentively to the recitation of each pupil and be ready to correct any errors. Listen also to the corrections given by the teacher when the recitation of any pupil. Challenge every recitation which you cannot hear.

(Longmeadow Junior High School)

FORMULA FOR REDUCING HOMEWORK (continued)

7. Keep reviewing, whether reviews are assigned or not. Each day use any spare time for reviewing yesterday's work or for mastering any part of your work in which you know you are weak.

Read this over every day. Put it into practice now. Read it again each evening to see wherein you failed to follow it during the day.

(Longman's Senior High School)

FOR THE NEW BRIDGE HONORARY (continued)

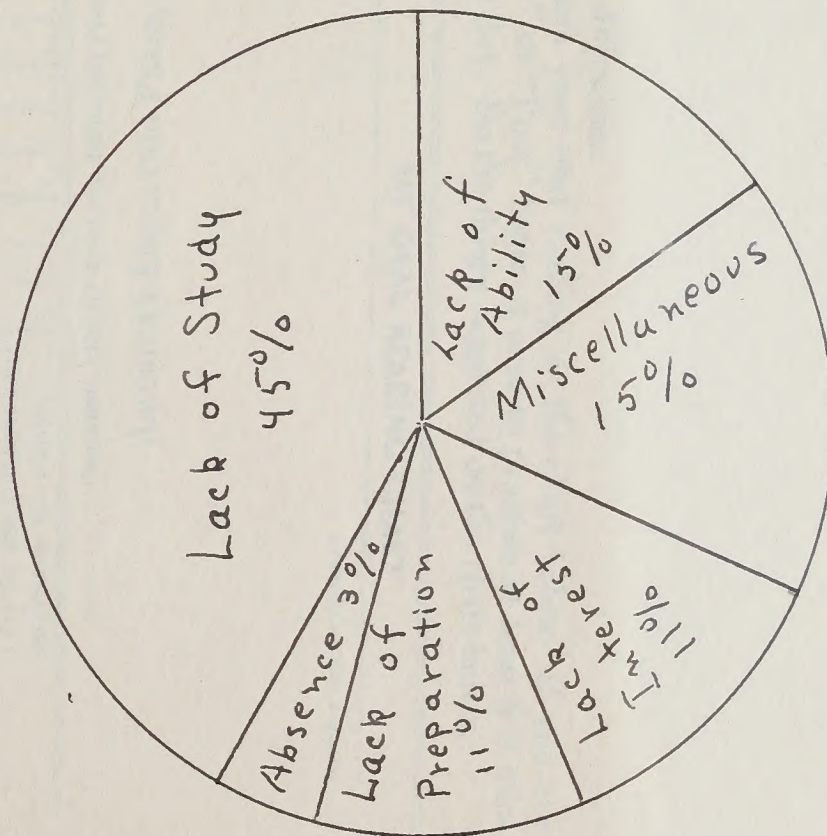
Keep reviewing, whether review are assigned or not.
Each day use any spare time for reviewing yesterday's
work or for mastering any part of your work in which
you know you are weak.

Read this over every day. Put it into
practice now. Read it again each evening
to see whether you failed to follow it
during the day.

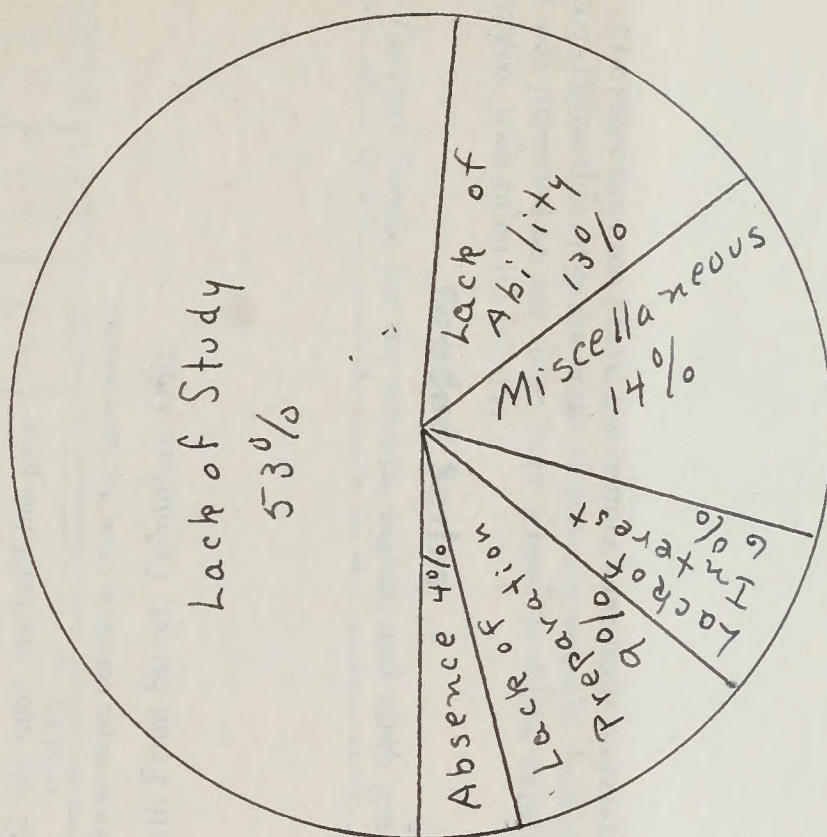
SUMMARY OF FAILURES

THE ENGLISH HIGH SCHOOL, BOSTON, 1927 - 28

TEACHERS' REASONS



PUPILS' REASONS



AN INVENTORY OF MY STUDY HABITS

Below is a list of statements of habits and skills which may affect the use of the time you take for study.

Check your own study habits with these items, not how you think you should or should not do, but what you yourself are in the habit of doing. Be sure to answer all the questions.

After each statement, you will find three columns, headed "N", "S", and "A". Place a check mark ✓ in the column which you think most nearly describes how the statement applies to you now. Check the "N" column if you think that "never" or "almost never" applies to you. Check the "S" column if "sometimes" describes your present record for that study habit. Check the "A" column if you honestly think that "always" is your rating. But do not deceive yourself.

Under I A, for example, "I start to work immediately", most high school students will be able to check either "S" or "A".

Save your inventory, after you have checked it. Study it to see what habits you need to correct in order to improve your scholarship. Look it over occasionally, especially before you settle down to review for a test. Check the inventory again in March and in May to see what improvement you have made during the semester.

If you are using *Current Events*, *Every Week*, or *Our Times* in connection with your classroom work, you will find study helps on the back page each week to give you systematic training that will make you a better student in all your subjects.

MY STUDY HABITS	Check ✓ column N for never, S for sometimes, or A for always								
	January			March			May		
	N	S	A	N	S	A	N	S	A
I. My General Study Habits									
A. I start to work immediately.....									
B. I plan my time wisely and force myself to finish my work by a certain time.....									
C. I have a definite time and place for study.									
D. I use study periods for some definite job.									
E. At home I study in a quiet, well-lighted, heated, and ventilated room.									
F. I try to keep myself in good physical condition:									
1. I eat at regular hours.....									
2. I get plenty of exercise and recreation.									
3. I get sufficient sleep.									
G. I check all tendencies to "daydream" when trying to study.									
H. I know what my different teachers expect me to do.....									
II. My Reading Skills									
A. Vocabulary									
1. I try to get the meanings of all unfamiliar words.									
a. I reread the sentence in which the word appears.									
b. I get the meaning from the parts of the word itself.....									
c. I use the dictionary.									
2. I break unfamiliar words into syllables in order to pronounce them.									
B. Speed									
1. I try to increase my speed of reading and still understand what I read.									
2. I try to see more than one word at a glance.....									
I try to see phrases and sentences as wholes.....									

MY STUDY HABITS	Check ✓ column N for never, S for sometimes, or A for always								
	January			March			May		
	N	S	A	N	S	A	N	S	A
3. I skim an article to find only the important facts.									
4. I change my rate of speed:									
a. To the difficulty of the material.									
b. To the purpose for which I am reading.									
C. Organization									
1. I select the main thought of each paragraph.....									
2. I make a mental or written outline of the material as I read.....									
D. Interpretation									
1. As I read, I try to anticipate what the author is going to say.									
2. When I read, I try to recall previously learned materials and facts which bear on the new content.									
3. I try to draw my own conclusions and think critically.									
4. I criticize and evaluate opposite points of view.									
5. I ask myself questions about what I am reading.									
(Optional) III. Taking Notes									
A. I take notes in permanent form the first time.....									
B. I organize my notes as I take them in class.									
1. I write my notes in the form of an outline, to show relationship of statements.									
2. I use a uniform labeling system such as: I, A, 1, a.....									
3. I select the main ideas and supporting details in the material.....									
C. My notes are brief but practicable.									

A PRACTICAL HOW-TO-STUDY PROGRAM

FULLY 85 per cent of what we learn we take in through the eye—mostly by reading. If we want to learn easily, then, we must learn to read accurately and intelligently. Strange as it may seem, a great, great many persons have never learned to do it.

More than one-third of all adults, the reading experts have proved, “cannot read with ease and understanding reading materials of sixth grade difficulty.” About as many of the boys and girls who enter high school *cannot read well enough* to do good work in high school. Even in college, most of the poor students are poor readers.

So do not be ashamed if you find you are a poor student. You can easily learn to be a better student if you are willing to try to become a better *reader*. Begin by checking yourself with the simple inventory on these two pages. It is for you alone and will not be counted against you. Be absolutely honest with yourself.

A Three-in-One Program

Every up-to-date school devotes some time every week to the study of current events. By the new plan worked out by the research staff of American Education Press, Inc., that same time may be used to train better readers and better students. That is why we call it a three-in-one program.

For more than ten years, the editors have been successfully carrying on this program in the elementary schools. Last year, it was extended to our three high school weeklies, carefully graded, with splendid results.

Graded Series

Current Events, for the seventh, eighth, and ninth grades, now offers training, week by week, in the reading skills suitable to those grades, in its interesting section, “The Score-board”.

Every Week, an eight-page paper in two colors, for eighth, ninth, and tenth grades, gives its whole back page to “How-To-Study”, with simple, self-testing questions every week, which any class can use to advantage, almost without a teacher.

Our Times, for tenth, eleventh, and twelfth grade classes, not only correlates well with the courses commonly studied in those grades, but also, in a weekly “Study Inventory” section, gives systematic training in the reading skills required in the so-called higher mental processes of reasoning, critical analysis, and freedom from prejudice.

Enough sample copies for a classroom trial, of any or all papers, will be sent free to any school principal or teacher requesting them.

Check Your Progress Each Month

The chart below provides space for recording your scores in semester end-tests in reading, which are given in many schools, and for recording monthly progress in comprehension, as shown in *Current Events*, *Every Week*, and *Our Times*.

MY MONTHLY SPEED CHART

Month	COMPREHENSION TEST		STANDARDIZED TEST SCORES
	Perfect Score	My Score	Grade Score
Sample	10	8	7.1
January			January Grade Score
February			
March			
April			
May			May Grade Score

If your rate of reading is fast and your comprehension is low, you are reading too fast.

Oral Reading Is in Style Again

On the chart below you will want to check your oral reading. Perhaps you are asking why you should read well orally. There are many situations both in and out of school where the need will arise for you to read orally. Oral reading is a very good way for you and your teacher to learn about some of your difficulties.

Check your oral reading on the chart below. If you are “Fair” or “Poor” begin at once to practice at least five minutes a day. Do the things suggested on the chart below.

MY ORAL READING CHART

	GOOD	FAIR	POOR
1. Do I pronounce words correctly?			
2. Do I read slowly enough and not run words together?			
3. Do I speak distinctly and clearly?			
Sound the beginnings of words?			
Sound the endings of words?			
Sound each syllable clearly?			
4. Can I be heard by all?			
5. Am I free from tension?			
6. Am I natural and sincere?			
7. Is my speech convincing?			
8. Is my voice pleasing and cheerful?			
9. Is my voice pitched too high?			
10. Is there variety of pitch or tone?			
11. Was the pitch or tone of my voice appropriate to the thought expressed?			
12. Did I give a clear understanding of the meaning of the selection?			
13. Did I feel the importance of the selection?			
14. Is the listening group attentive?			
15. Is the listening group responsive?			

Editorial Staff

Consulting Editors:

WILLIAM S. GRAY, GERALD YOAKAM, and ARTHUR I. GATES.

Study Inventory Editors:

ELEANOR M. JOHNSON and ROSALIE GREENWOOD.

Editors of the high school papers, a strong staff of experienced journalists and educators, including Harrison M. Sayre, Charles E. Martz, Daisy Grenzow, Dorothy E. Reid, and Robert Gunning, aided by a research council of the social science faculty of Ohio State University.

A PRACTICAL HOW-TO-SHOW PROGRAM

It is the purpose of this book to show you how to show your work in a practical and effective manner. It is not a book of theory, but a book of practice. It is a book that will help you to show your work in a practical and effective manner.

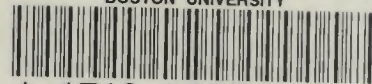
The book is divided into two parts. The first part is a practical guide to the showing of work. It contains a number of chapters on the showing of work in a practical and effective manner. The second part is a practical guide to the showing of work in a practical and effective manner. It contains a number of chapters on the showing of work in a practical and effective manner.

A PRACTICAL GUIDE TO THE SHOWING OF WORK

THE SHOWING OF WORK IN A PRACTICAL AND EFFECTIVE MANNER

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